بِسۡمِ اللّٰہِ الرَّحۡمٰنِ الرَّحِیۡمِ
(In the Name of Allah, the Most Compassionate, the Most Merciful.)

ENGLISH

GRADE 6

Based on Single National Curriculum 2022

ONE NATION, ONE CURRICULUM

PUNJAB CURRICULUM AND TEXTBOOK BOARD, LAHORE

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Unit 1

Seert-un-Nabi خاتم النبیین صلی اللہ علیہ وعلی آلہ وأصحابہ وسلم

Students Learning Outcomes

After completing this unit, students will be able to:

- develop conversation for clarity and engage a listener.
- listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding .
- read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: personal recounts (e.g., diary entries, biographies).
- apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/ factual questions and tag questions.
- comprehend the role of compound words in vocabulary building, and make compound words.
- differentiate between homophones (whether/weather, seen/scene, herd/heard, hare/hair), they're/there/their).
- use the types of nouns i.e. common, proper, collective, concrete and abstract nouns.
- use post modifiers to go after a noun (e.g., the man in the blue shirt).
- recognise and use nouns that are written in plural form but are in fact singular e.g., scissors.
- use simple pattern sentences: sv subject-verb (intransitive), sv^{0}: subject-verb object.
- punctuate sentences and short paragraphs correctly using capitalization, full stops.
- recognise and rectify faulty punctuation in a given text and own work.
- write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using pre- writing strategies - brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a final draft.
  - a. use appropriate pronoun- antecedent relationships and transitional devices within a paragraph.
  - b. use chronological/sequential order of arranging detail/
  - c. write a clear topic sentence using specific words, vivid verbs, modifiers, etc.
  - d. focus on clarity of ideas that show cohesion, cause and effect relationship.
  - e. use words that express emotions.
  - f. decide purpose and audience.
  - g. check sentence variety and transitions.
- introduce topics, state an opinion, create an organizational structure, provide a reason to support a perspective and conclude appropriately.

Pre-reading

Listening and Speaking

Discuss with each other that what good deeds we may do to help others.

QUICK QUESTION:

- What do you understand by the title of the unit?

Reading

Hazrat Muhammad رسول الله خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم is the last Rasool of Allah سُبْحَانَهُ وَتَعَالَىٰ. He خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم was born in Makkah Mukarramah in a tribe named Quraish. His father Hazrat Abdullah died before his birth and his mother died when he خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم was only six years old. His grandfather Hazrat Abdul Muttalib took care of him. When Hazrat Muhammad رسول الله خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم reached the age of eight, his grandfather passed away and he خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم came under the guardianship of his uncle, Abu Talib. Hazrat Muhammad رسول الله خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم helped his uncle in his successful caravan business. He خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم worked with honesty and truthfulness, and soon earned a good reputation in a short time.

Hazrat Khadija رضی الله تعالیٰ عنها was the most respected lady of her time. She heard about Hazrat Muhammad's رسول الله خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم reputation as being truthful, reliable, and noble, so she entrusted him to take her caravan of goods to Syria and sell it. Her old and trusted slave Maysarah accompanied him during the tour. Maysarah was impressed by his integrity, strength of character, adherence to principles, amicable dealings and business abilities.

For Teacher: Help students in reading the unit with effective reading strategies.

On the way back from Syria, he reported everything about Rasool's خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم honesty and intelligence to Hazrat Khadija رضی اللہ تعالی عنہا. She too was impressed by his خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم nobility, and sent him a marriage proposal and became the first wife of Hazrat Muhammad رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم.

While- reading

Why did Hazrat Muhammad رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم come under the guardianship of his خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم uncle?

Rasoolullah خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم was immensely renowned for his integrity, and even his staunch enemies called him"Al Sadiq" (the truthful) and "Al Amin" خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم (the trustworthy one).

Once Hazrat Muhammad رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم wrote a letter to the Emperor of Byzantium, Heraclius and invited him to embrace Islam. Upon reading the letter, the Emperor summoned Abu Sufyan to interrogate him about the Rasoolullah خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم. Abu Sufyan was one of the firmest opponents of Islam at that time. Despite that, he testified that the Rasoolullah خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم possessed exemplary qualities of honesty and trustworthiness and preached pure monotheism.

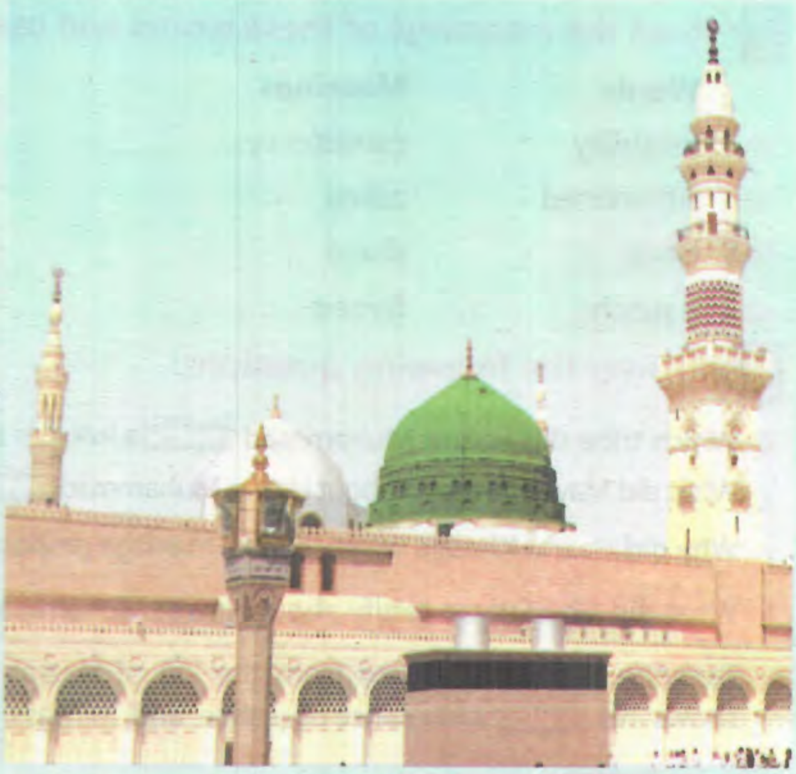
Hazrat Muhammad رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم was also a loving father and a compassionate and merciful husband. He خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم always showed respect towards women. Throughout his life, he خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم **always behaved well.**

While- reading

Why did Hazrat Muhammad رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم write a letter to Heraclius?

Justice is another noble and magnificent characteristic of Hazrat Muhammad رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم. He خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم always advised people to be just and kind.

Once a woman from Bani Makhzum committed theft. Due to her stature in the tribe, some prominent members came to Rasoolullah خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم and mediated on her behalf to save her from punishment. The Rasool خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم refused to forgive her crime due to her worldly status and expressed displeasure saying: "Many a community ruined itself in the past as they only punished the poor and ignored the offences of the exalted." (Sahih al-Bukhari 3733)



The life of Rasoolullah خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم is a role model for us and we can learn many things by following his code of conduct which will make us successful in this world and the world hereafter

Read and practise the dialogue below.

Dawood: Assalaamu Alaikum, sir! How may I help you?

Old Man: Wa Alaikum Assalam. My shopping bag tore open on the road side. Could you please!

Dawood: Don't worry, sir. I will bring a new bag in a few minutes and put all these fruit in it.

Old Man: Thank you, son. What's your name?

Dawood: My name is Dawood.

Old Man: What can I do for you, son?

Dawood: Oh! Nothing sir, I like to help others because Allah سبحانہ وتعالی helps those who help others.

Old Man: You are right, Dawood.

Dawood: I am getting late for work, please excuse me sir! All your fruits are in this bag.

Old Man: Thank you and Allah hafiz

Dawood: Allah Hafiz

Reading Comprehension

Read the meanings of these words and use them in your own sentences.

Words	Meanings
reliability	consistency
summoned	called
cloak	shawl
staunch	firmest

Answer the following questions:

- Which tribe did Hazrat Muhammad رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم belong to?
- What did Maysarah report about Hazrat Muhammad رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم to Hazrat Khadija رضی اللہ تعالی عنہا ?
- Why did Hazrat Khadija رضی اللہ تعالی عنہا send a marriage proposal to Hazrat Muhammad رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم?
- What did Abu Sufyan testify about Hazrat Muhammad رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم?
- Describe any one incident from the life of Hazrat Muhammad رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم which shows his خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم sense of justice and fairness.

For Teachers:

Help students comprehend the questions by marking key words, verbs and tenses.

Vocabulary

Compound Words

A compound word is made of two words. Each word has its own meaning but when we put them together, they give a new single meaning.

EXAMPLE

Words	Words	Compound Words
snow	flake	snowflake
back	bite	backbite
copy	right	copyright

Read the following sentences and encircle the compound words.

- My fingernail is broken.
- Please switch on the flashlight of your mobile phone.
- Where is my armchair; I had put it there?
- Yesterday I saw a house on fire. Then, firefighters came and put out the fire.

Homophones

Homophones are the words that have the same sounds but different meanings.

EXAMPLE

Homophones	Sentences
weather	Today's weather is so hot.
whether	I don't know whether she will come to join us or not.
seen	Have you seen that book?
scene	The natural scene of sunrise is beautiful

For Teachers: Help students understand the concept of compound words and homophones.

Homophones	Sentences
hair	Her hair colour is brown.
hare	I have a hare. It has long ears and grey eyes.
herd	I see a herd of cows going towards the fields.
heard	Have you heard today's breaking news?
there	There is no book on the table.
their	Don't take these pens. These are theirs.

Fill in the blanks with the correct word.

- I am not ________ to go to the market alone. (aloud, allowed)
- Who _____ my pancakes? (ate, eight)
- The air ______ of Turkey is very high. (fair, fare)
- Please move _________. (foreword, forward)
- Can you please ________ the cheese for me. (great, grate)

Grammar

Nouns

A noun is a naming word. It can be the name of a thing, person, place, object (animate or inanimate) or feeling.

EXAMPLE

book Ahmad Lahore love

For Teachers:

Help students recall the concept of nouns. Share different examples of nouns from their surroundings and ask them to make sentences using nouns.

Types of Nouns

There are many types of nouns.

- Common Noun
- Proper Noun
- Collective Noun
- Concrete Noun
- Abstract Noun

Common Nouns

A noun which does not point out any particular person, place or thing, but is common to all persons or things of the same class or kind, is called a common noun.

EXAMPLE

Name	boy	man	teacher	lady
Place	school	park	city	hospital
Things	pen	book	needle	pencil

Proper Nouns

A proper noun is the name of a particular person, place or a thing. It always begins with a capital letter.

EXAMPLE

Name	Allama Iqbal	Isaac Newton	Ahmed	Shakeel
Place	Lahore	Karachi	Islamabad	Multan
Things	Titanic (ship)	PIA (airline)	Barbie doll	

Collective Nouns

A collective noun is the name of a group or collection of persons, animals, or things things taken as a whole.

For Teachers:
Help students recall the types of nouns learnt in their previous classes.

EXAMPLE

Collection of Person	army	party	class
Collection of Animals	flock	herd	group
Collection of Things	dozen	bunch	bundle

Concrete Nouns

Concrete nouns can be detected and felt with our five senses. We can touch or see them.

EXAMPLE

tiger

house

teacher

arrow

Abstract Nouns

An abstract noun is the name of a state, quality, action or feeling or an idea that we can only think of or feel but we cannot touch or see.

EXAMPLE

I always speak the truth.	truth
Kindness is always rewarded.	kindness
King Solomon is known for his wisdom.	wisdom

Underline the nouns in the following sentences and write them in their respective column:

- Alishba is a good girl.
- One should believe in the truth.
- I saw a bouquet of flowers at a flower shop.
- The case was decided by a bench of judges.
- Lahore is famous for its historical places.
- There are many students in the class.

- Yesterday, I saw a big blue whale swimming in the water.
- Afshan is a wonderful tennis player.

Proper Noun	Common Noun	Collective Noun	Concrete Noun	Abstract Noun

Use of Post Modifiers After Nouns

Post modifiers give extra or specific information about the noun,e.g. place, possession and identifying features.

EXAMPLE

- Beenish, **our teacher** gives us many tasks.
- The man in the **blue shirt** is my neighbour.
- We have come here to see the boy who was **injured in the attack**

Underline the post modifier in the following statements.

- The house across the street is haunted.
- My childhood friend is coming from Multan.

For Teachers:
Help students understand the concept of post modifiers after noun.

- The man with the white beard is my grandfather.
- The people behind me are making too much noise.
- We need a boat to go over to the Island.

Plural Nouns but Singular in Meaning

Some nouns especially those ending in 's' although plural in form, are singular in number and in meaning. They are always spoken as plural nouns wherever you use them.

EXAMPLE

news | scissors | glasses
tweezers | pants | jeans

Make a list of singular nouns that are written in plural form. You may use a dictionary for help.

Sentence Patterns

A **sentence** is commonly defined as "a complete unit of thought".

- I wear glasses.
- There are many glasses on the table.
- A simple sentence contains a subject and a verb. There are a variety of simple sentences.
- A **subject** is usually a noun that performs an action.
- A **verb** is usually the action of/by the subject.
- An **object** is usually a noun that receives the action and usually follows the verb.
- **Intransitive verbs** need no objects to complete their meaning, for example cry, run, jump, sleep, etc.

cry | run | jump | s’ ep

- **Transitive verbs** need an object to complete their meanings for example, catch, like, see, make,

Subject Verb Pattern (SV)

Subject Intransitive Verb Pattern (SIV)

- The SIV pattern is the simplest sentence type.

Amjad sneezed. | Angels exist. | She runs.
The audience laughs. | Birds fly.

Subject Transitive Verb SVO Pattern

The SVO pattern is the simplest sentence type. It includes a subject, a transitive verb and an object.

The boy hurled stones.

Sana dropped her mobile.

Aqeel reads a book.

My mother buys a cake.

Make three simple sentences of your own using each SV and SVO patterns in your notebook.

Punctuation

Capital Letters

Always use capital letters according to the following rules.

The first word of the sentence.	Boys are playing with clay.
The first word in a quotation.	Fox said, "Grapes are sour."
The initials of people's first and last names.	Quaid-e-Azam

For Teachers:
Encourage students to make sentences using different sentence patterns. Help them learn the rules of punctuation.

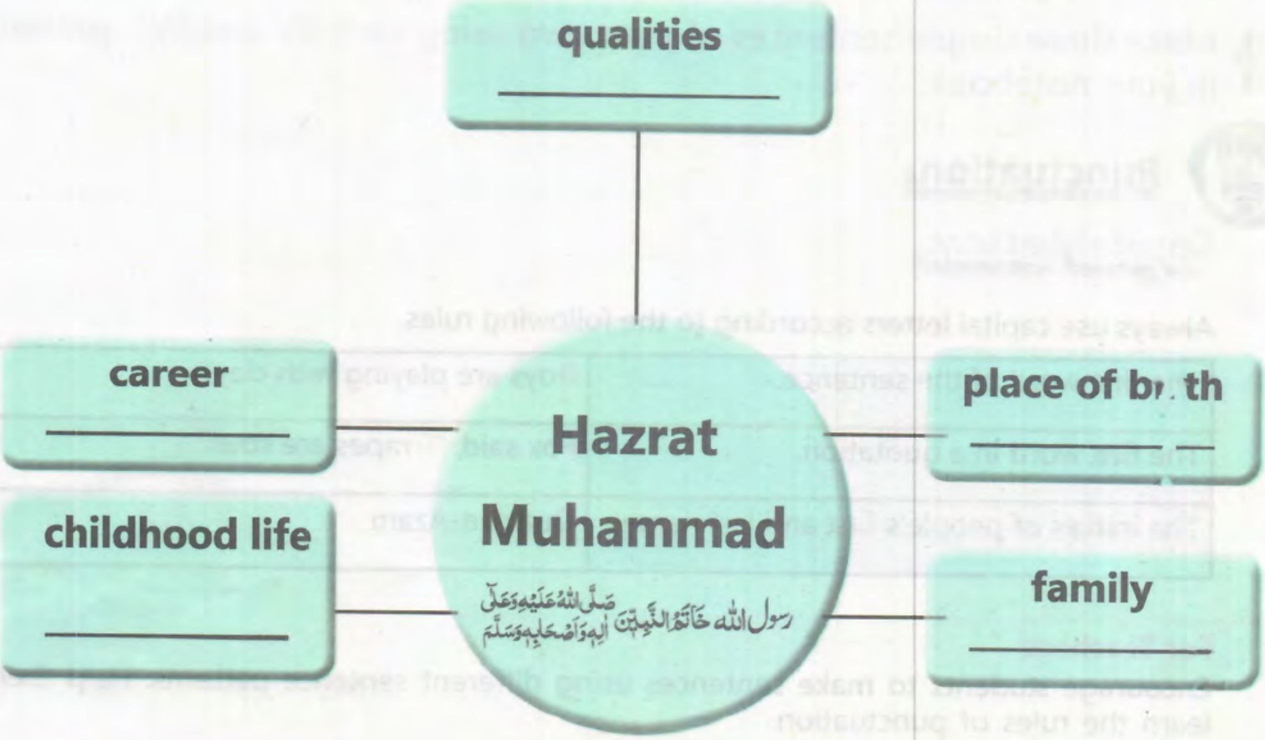
The greetings and closing in letters.	Dear Ayesha Yours Truly
The first letters of all proper nouns.	Minar-e-Pakistan, Statue of Liberty, United Nations.
The titles of stories, movies, shows and game shows.	Fox and the Grapes, Tom and Jerry.

Read the following sentences. Rewrite them in your notebook by using correct punctuation and capitalisation.

- sana lives in dubai
- we went to saudi arabia to perform hajj last year.
- today my mother will bake pancakes for my friends
- ahmad went to badshahi masjid with his school trip
- i'll visit turkey in my christmas holidays

Writing Skill

Fill the mind map about Hazrat Muhammad رسول الله خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم. The headings will help you.



Topic Sentence: The main idea of the paragraph is called a topic sentence.

Supporting Sentences: The sentences which support the main idea of the paragraph are called supporting sentences.

Topic Sentence → What is the proudest moment of your life?

Supporting Sentences → How did your family and friends react to your proudest moment?
How do you feel when you remember that day of your life?

Write a paragraph of 9 – 10 lines about a proud moment in your life. First write the topic sentence, then use supporting details to make it interesting. Punctuate and capitalise the text properly.

Role play the dialogue in your classroom to make polite requests and also use non-verbal cues.

Unit 2

Eid-ul-Fitr

Students Learning Outcomes

After completing this unit, students will be able to:

- listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- explain how readers make choices about the texts they like reading, e.g., by author or genre.
- ask and answer simple and higher-order questions to guide/assess reading (e.g., why is the author saying this right now? why did the author choose this word? how is this different from what i read somewhere else?
- understand and identify homographs words spelled the same, with different pronunciation.
- take dictation of paragraph/ text of grade level.
- keep a record of words (e.g., word wall, word bank, word journal).
- sort the nouns by gender i.e. masculine, feminine, and common (e.g., baby), neuter (e.g., property).
- recognise and use personal pronouns as subjective, objective, possessive cases, and demonstrative, interrogative, (this, that,).
- use simple pattern sentences: sva: subject- verb- adjective.
- recognise the form, functions; and use of: simple present tense, past tense.
- recognise and use the forms and functions of future tense.
- punctuate sentences and short paragraphs correctly using capitalization, exclamation marks, full stops.
- recognise and rectify faulty punctuation in a given text and own work.
- spell and write accurately using knowledge of phonic elements, words.
- write multi- syllable words at grade level with correct spelling, using spelling rules and strategies: noting sound and visual patterns in words, applying vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from –y to –ies when forming the plural; /s/ spelt with–tious and cious. exception:- xious; / spelt with –tial, -cial and exceptions. making analogies from familiar words.

Pre-reading

Close your eyes and imagine that you are celebrating an event. Share your thoughts with your classmates for example (how you would celebrate the event).

QUICK QUESTIONS:

- Look at the picture given above and tell the class what they are celebrating?
- Which is the best event in the world for you? Share in four sentences.

For Teachers:

Ask the students first of all to discuss the given picture with each other Then share their. thoughts with the class.

Reading

People from all over the world celebrate religious and cultural festivals which integrate peace and harmony. Muslims also celebrate religious festivals.

Eid-ul-Fitr is one of the most significant religious event for Muslims. Eid ul-Fitr commemorates the end of the holy month of Ramadan and the start of Shawwal, the 10th month in the Islamic calendar.

Eid celebrations start after the announcement of the Eid crescent and the night is known as "Chand Raat" when families start their next day's preparations. Females apply beautiful designs of Mehndi on their hands. Everyone arranges their new dresses and shoes to wear on Eid morning.

Eid day starts with Eid namaz called "Salat ul Eid." Muslim men and children gather in masjid or open places (announced) to offer Salat ul Eid.

It's a tradition to wear new clothes on Eid day and eat special Eid desserts like sweet made with vermecelli and milk, kheer, local desserts, etc.

While-reading

Do you like Eid?

Help students comprehend the text with the help of illustrations.

While- reading

In which month is Eid celebrated?

Another key element of Eid celebrations is to give fitrana (obligatory payment to the poor and less fortunate families) prior to Eid namaz. It's charity which helps others to enjoy festivities as well. This way Muslims teach their children to help the needy and deserving as much as possible.

After Eid Salat, Muslims exchange Eid greetings. Kids get 'Eidi' from their elders in form of new currency notes or other gifts.

Eid ul Fitr is also celebrated to show gratitude to Allah سُبْحَانَهُ وَتَعَالَىٰ for His help and strength throughout the month who ensured they accomplished their sacred duties during Ramadan. The Holy Quran was revealed to Hazrat Muhammad رسول الله خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم in Ramadan.

The Eid festival is a national holiday in all Muslim countries. Eid is the time to forgive others by inviting or visiting them.

Reading Comprehension

Read the meanings of the words below and use them in sentences.

Words	Meanings	Words	Meanings
commemorates	honours	accomplishment	achievement
audible	able to be heard	gratitude	thankfulness
congregation	flock	desserts	sweets

Answer the following questions.

- When do Muslims celebrate Eid-ul-Fitr?
- What type of food is offered on Eid-ul-Fitr?
- What is fitrana and why do Muslims pay it?
- Describe the purpose of Eid ul Fitr in a paragraph.
- How do you celebrate your Eid day? Write short paragraphs.

Listening and Speaking

Read and practise the following dialogue:

Usman: Mother, I have brought all the things from the market for Eid day.

Mother: Ok! Let me check dear. Did you cross check the things with my shopping list.

Usman: No, mother. But I tried to bring all the things you had told me verbally

Mother: I think something is missing.

Usman: What is missing?

Mother: You forgot to bring milk and rice, which are the main ingredients for the Kheer I have to make.

Usman: Oh! Sorry mother. I will go again and bring them.

Mother: Okay! Be careful Usman. This time do not forget anything.

Make pairs of students and ask students to exchange their thoughts and opinions on the "Intake of Junk food increases on the two Eids, or How can we avoid junk food?"

Vocabulary

Homographs

Homographs are words that have the same spelling but different meanings and sometimes they have different pronunciation as well.

EXAMPLE

Homographs	Meanings	Examples
resign	to quit	I am going to resign from the job.
resign	to sign again	Can you please resign the papers.
wind	to finish	Wind up your work.
wind	air	The cool wind blows.
lead	to head	I am going to lead this team.
lead	a type of matter	The lead of my pencil is broken.

For Teachers:
Help students learn words with their meanings. Encourage students to answer the questions after comprehending the text.

Pronounce the following homographs and make two sentences from each word in a pair of homographs:

bass | minute | firm | tear | watch

Dictation Time

Listen to your teacher carefully and write the sentences that the teacher dictates.

Grammar

Masculine, Feminine, Common and Neuter Gender

Masculine Gender

A gender that represents males or refer to objects that are classified as male.

Feminine Gender

A gender that represents females or refers to objects that are classified as female.

Neuter Gender

Gender-neutral nouns are used for neither a male nor a female. They refer to inanimate objects.

Common Gender

Common gender nouns are used for both males and females.

Masculine Gender

bull

grandfather

wizard

Feminine Gender

cow

grandmother

witch

For Teacher:
Ask students to listen to you carefully. Take dictation of paragraph 2 from the lesson.

Common Gender

teacher

baby

neighbour

Neuter Gender

rope

book

hat

Read the following nouns and write them under their respective heading.

cousin

lion

hen

castle

nurse

feather

waiter

farmer

Masculine Gender	Feminine Gender	Common Gender	Neuter Gender

Subjective, Objective and Possessive Pronouns

- **Subjective pronouns** are used as subjects of verbs.
- **Objective pronouns** are used as objects of verbs.
- **Possessive pronouns** are used instead of nouns that show possession of something.

Read the following sentences and notice the use of personal pronouns as subjective, objective and possessive pronouns.

Personal Pronouns	Subjective Pronouns	Objective Pronouns	Possessive Pronouns
I	I am not feeling well today.	Ali gave **me** a very cute pet cat.	This pair of shoes is **mine**.
We	We are going on a picnic.	Who is going with **us**?	This picnic basket is **ours**.
You	You are looking gorgeous.	Dad brought some toys for **you**.	Is this toy **yours**?
He	He is going to attend a math lecture.	He is going with **him.**	These notebooks are not **his**.
She	She is making tea.	Mother helped **her** in making tea.	It is his glasses, not hers.

Use any three personal pronouns as subjective, objective and possessive pronouns and make sentences with them.

Interrogative Pronouns

Interrogative pronouns are used to ask questions. Usually, interrogative pronouns come at the start of the sentence. Questions end with a question mark (?).

EXAMPLE

- Who is your favourite national leader?
- Whose pen is this?
- Where are you going?
- Which way did you choose?

For Teachers:
Describe the concept of subjective, objective and possessive pronouns. Moreover, reinforce the concept of interrogative pronouns.

Make interrogative sentences with the following interrogative pronouns.

How | When | Whom | What | Why

Demonstrative Pronouns

Demonstrative pronouns are used to show or point out something. i.e,. objects, people, animals etc.

For example, this, that, those, these.

	Close to the speaker	Far from the speaker
Singular	This	That
Plural	These	Those

EXAMPLE

- Look at this!
- That looks like a fox.
- There are many flowers. Do you like these?
- Maha wears her mother's clothes. She looks odd in those.

Make eight sentences using demonstrative pronouns in your notebook.

Subject-verb-adjective (SVA) pattern sentences

Subject-verb-adjective is a sentence structure where the subject comes **first**, the verb **second**, and the adjective **third**. This type of sentence begins with a core sentence like "He is handsome". Here, "he" is the subject, "is" the verb, and "handsome" the adjective.

EXAMPLE

Subject	Verb	Adjective
He	seems	happy
Mujtaba	is	tall

Underline the subject, encircle the verb and tick (✓) the adjective in the following sentences:

- She was sick.
- He ran fast.
- He is intelligent.
- The truck is big.
- The workers are lazy.

Tenses

Simple Present Tense

We use the simple present tense when an action takes place in the present time, or when it happens regularly, which is why sometimes we call it present indefinite tense.

Affirmative Sentence Structure

Subject + verb (present form) +s/es + object.

We play outside after school every day.

Negative Sentence Structure

Subject + do/does + not + verb (present form) + object.

We do not play outside after school every day.

Interrogative Sentence Structure

Does/Do + subject + verb (present form) + object

Do they play outside after school every day?

LEARN IT!

'Does' is used for singular nouns/subject. 'Do' is used for plural noun or subjects **and it is used for 'I' and 'you'**

Choose the correct option.

- I **play / plays** football every Saturday.
- **Do / Does** they listen to rap music?
- Majid **don't / doesn't** set the table.
- We sometimes **go / goes** to the park.
- I **don't / doesn't** watch television after nine p.m.
- They often **visit / visits** their grandparents on the weekends.
- **Do / Does** she like mangoes?
- My rabbit always **eat / eats** very fast.
- **Do / does** Amana travel abroad every year?
- Saad **don't/doesn't** play computer games on Saturdays.

Simple Past Tense

Simple past tense tells us about the action that takes place in a time period before the present time.

Affirmative Sentence Structure

Subject + verb (past form) + object.

We played outside after school yesterday.

Negative Sentence Structure

Subject + did not + verb (present form) + object.

We did not play outside after school yesterday.

For Teacher: Encourage students to learn Simple Present, Simple Past and Simple Future tenses.

Interrogative Sentence Structure

Did + subject + verb (present form) + object?

Did they play outside after school yesterday?

Complete the following sentences using the simple past tense.

- The show ________ at 10:30. (begin)
- The children ________ the ball. (throw)
- We ________ a new pair of shoes last Friday. (buy)
- Amana ________ from Multan. (come)
- They ________ two liters of water yesterday. (drink)

Simple Future Tense

The simple future is a verb tense that is used to talk about things that haven't happened as yet.

Affirmative Sentence Structure

Subject + will/shall + verb (present form) + object.

We will play outside after school.

Negative Sentence Structure

Subject + will not / shall not + verb (present form) + object.

We will not play outside after school.

Interrogative Sentence Structure

Will / Shall + subject + verb (present form) + object?

Will they play outside after school?

Fill in the blanks with "will" or "shall".

- I ________ wear a sweater next week.
- He ________ buy a new shirt next month.
- When ________ you go to Canada again?
- We ________ play football next Monday.
- They ________ visit their parents next week.

LEARN IT!

'will' and 'shall' are verbs. They are used with the present form of verb in the future tense. 'shall' is only used with pronouns 'I' and 'we'.

Punctuation

Read and punctuate the following sentences.

- Wow your birthday gift is beautiful
- Hurray I scored full marks in my math test
- Alas I lost my purse
- Yay we made it
- Well-done what a great job

Writing Skill

Read the following narrative paragraph.

LEARN IT!

Exclamation mark (!) is used with the sentences which shows some strong emotions or feelings. For example, Wow! The kitten is so cute. OUCH! Its hurting me.

It was the month of August and white and green buntings and flags were seen everywhere. Students were excited in schools and were preparing for Independence Day celebrations. I was very excited when I returned home from our schools. I shared with my mother that I had taken part in a speech competition which was going to be held on 14th August in my school. It was my first speech ever. Several other schools were also invited to take part in our Independence Day activities.

I asked my mother for help in writing the speech. My mother took me to visit my grandfather who was a retired army officer and had experienced many battles for our country. My grandfather shared very useful information with me. I was really impressed with the stories he shared. After that, he told me how to write my speech in my own words. I promised my grandfather to be a good patriot and I wrote an amazing speech for which I also won a prize. That day, I promised myself to fight for my country when needed.

Write a few paragraph about a time when you met your best friend for the very first time.

- Explain exactly where and when it happened (place and what occured).
- Use the strategies of brainstorming and mind mapping.
- Use vivid and interesting words to make your writing lively.
- Use correct capitalization, punctuation and spelling by using pre-writing strategies.
- Use pronoun-antecedent relationship and transitional devices within your paragraph.
- Use chronological order of arranging details.

Here are some guidelines to follow while writing a narrative.

Planning

Think about the following questions:

- What is the topic of the narrative paragraph?

- Who are the characters in the paragraph?
- What is the setting of the paragraph? (when/where)
- Who is the main protagonist?
- What is the main idea/ event/ and problem of the story?

Drafting

- Write the heading on top of the page.
- Organize the events in the right order.
- Use simple past tense in narrative writing.
- Use appropriate vocabulary to show the characters' feelings.

Reviewing

- Keep in mind the following points when reviewing your draft:-
- The writing must contain all features (e.g., heading, characters, setting, key details, main idea and ending)
- Proofread the final draft to check for any errors and make necessary corrections.

Unit 3

The Lake Isle of Innisfree

Students Learning Outcomes

After completing this unit, students will be able to:

- deduce, meaning from context in both short and extended talk on a range of general and curricular topics.
- adopt rhetorical patterns in one's own speech (e.g., by providing facts: "the earth revolves around the sun", opinions: "i think it will rain today", descriptions: "it is a sunny morning", etc.).
- recite poems or read prose aloud with proper intonation and expression to engage the audience.
- explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem),
- ask and answer simple and higher-order questions to guide/assess reading (e.g., why is the author saying this right now? why did the author choose this word? how is this different from what i read somewhere else?
- use common, grade appropriate affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- use common roots (e.g., cycl, form, ped) and affixes (e.g., anti-, inter-, intra-, post-, -able, -less, -tion) to construct multisyllabic words.
- recall and apply rules for use of articles 'a', 'and', 'an' and 'the' in speech and writing.
- recognise and use reciprocal and reflexive pronouns (one another, myself).
- use simple pattern sentences: sva: subject-verb-adverb svn: subject-verb-noun.
- recognise the form, functions of present continuous tense.
- punctuate sentences and short paragraphs correctly using capitalization, exclamation marks, full stops, and commas.
- recognise and rectify faulty punctuation in a given text and own work.
- follow the steps of the process approach to plan for writing a paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind-mapping, note-taking, picture illustrations and doodles.
- write the final draft after complete editing and proofreading.

Pre-reading

Compare the given two pictures. Share your comparison with your classmates.

QUICK QUESTIONS:

- How does the environment affect our life?
- How do you keep environment clean?

For Teachers:
Ask students to give their opinions about what they see in the above pictures. Then, ask them to discuss this picture with students sitting next to them.

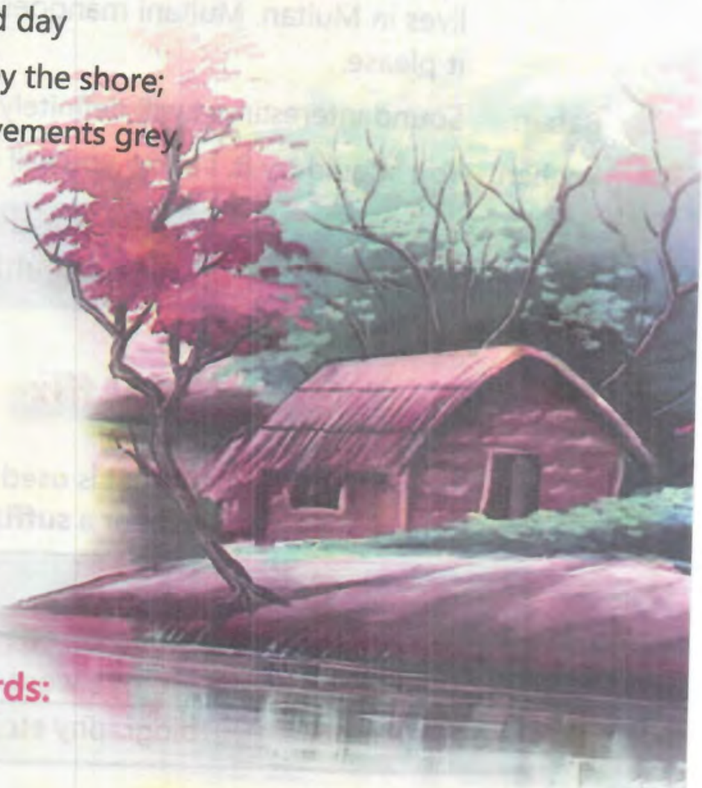
Reading

I will arise and go now, and go to Innisfree,
And a small cabin build there, of clay and wattles made;
Nine bean-rows will I have there, a hive for the honey-bee,
And live alone in the bee-loud glade.

And I shall have some peace there, for peace comes dropping slow,
Dropping from the veils of the morning to where the cricket sings;
There midnight's all a glimmer, and noon a purple glow,
And evening full of the linnet's wings.

I will arise and go now, for always night and day
I hear lake water lapping with low sounds by the shore;
While I stand on the roadway, or on the pavements grey,
I hear it in the deep heart's core.

By William Butler Yeats



Reading Comprehension

Read the meanings the following words:

Words	Meanings
wattles	construction material
glade	grassland
glimmer	shine
linnet	a bird
pavements	paved path at the side of a road for pedestrians

Answer the following questions:

- What kind of life does the poet imagine in his poem?
- What is the difference between city life and life at the Lake of Innisfree?

- Why do you think that the poet wants to go to Innisfree?
- Write three things that the poet would like to do when he goes back to Innisfree.
- Describe the Lake Isle of Innisfree in your own words.

Listening and Speaking

Read and practise aloud the following dialogue.

Roshan: Assalamu Alaikum Babar! How are you?

Babar: Wa Alaikum Assalam. I am good, thank you. How are you?

Roshan: My father brought mangoes from Multan. I like these mangoes a lot. Would you like to eat them?

Babar: No, thank you. I don't like mangoes much. Their taste is mostly citrusy and tart. I like to eat peaches, which are seeter in taste.

Roshan: You must taste these mangoes. I have got them as a gift from one of my uncles who lives in Multan. Multani mangoes are famous all over the world. Take one and taste it please.

Babar: Sound interesting. I will definitely taste this one.

Roshan: You should try it. I know you will love it.

Group Work Have a discussion on the topic "Fruits are essential in a healthy diet".

Vocabulary

Root Words With Affix

Affix

An affix is a word element that is used to alter the meaning or form of a word. It comes in two forms either as a **prefix** or a **suffix**.

Prefix	Suffix
A prefix is a letter or a group of letters that is added to the beginning of a word.	A suffix is a letter or a group of letters that is added to the end of a word.
e.g., **auto** mobile, **auto** biography etc.	e.g., hope**ful**, thank**ful** etc.

Root Words

Root words are base words. Affixes (suffixes or prefixes) are added to them to make words more specific and create more complex words (with different meanings).

EXAMPLE

Root word	Suffix
less	restless, careless, hopeless

For Teachers: Help students to understand the concept of prefixes and suffixes. You can them ask students to continue this activity as shared writing.

EXAMPLE

Root word	Prefix
Audi	Auditory, audible, audience

Write the words using prefixes.

super-	____________	____________
anti-	____________	____________
pre-	____________	____________

Write the words using suffixes.

-ment	____________	____________
-ness	____________	____________
-able	____________	____________

Grammar

Use of Articles 'a', 'an', and 'the'

Articles

An article is a word that comes before a noun to show if it's specific or general.

The three articles are:

a **an** **the**

Use of Article "The"

'The' is a definite article, it is used to point out something specific.

EXAMPLE

- "**The** dog that bit me ran away."

  Here, we are talking about a specific dog, the dog that bit him/her.

- He saw a rabbit in **the** zoo.

  This means he saw a rabbit in a particular zoo.

Use of the Article "a" and "an"

"A" and "an" are indefinite articles. These are used to tell us about something in general or non-specific.

Use of 'A'	Use of 'an'
'A' is used before the word that begins with the consonant sound.	'an' is used before the word that begins with the vowel sound.
A mother is waiting outside for her baby. (Mother of someone is waiting for her baby in a general way)	A boy is eating an egg. (is eating an egg in a general sense)

Fill in the blanks with a, an and the.

- This is ____ orange. That is ____ apple.
- I have ___ sister and ____ brother.
- ____ Nile is in Egypt, isn't it ?
- How far is_____ sun away from ___ earth.
- There is ____ car in front of the cafe. ___ car is red.
- It is ____ nice painting.

Reciprocal and Reflexive Pronouns

Reciprocal Pronouns

Reciprocal pronouns refer to a situation where someone or something performs an action on others and receives the same action in return.

Two examples of reciprocal pronouns in a sentence are **one another** or **each other**.

EXAMPLE

- Laiba and Maham are playing with **each other** in the playground.
- Ahmad and Adnan share their lunch with **each other**.
- The gangsters were fighting with **one another**.
- The two countries trade with **one another**.

For Teachers:
Help students learn the use of articles and make them practise.

Fill in the blanks using reciprocal pronouns 'each other' or 'one another.

- We helped ________ a lot.
- They sent ________ gifts from time to time.
- They didn't dare to look at ________.
- Amna and Mohsin love ________.

Reflexive Pronouns

Reflexive pronouns are used when the subject, as well as the object, is the same person. The reflexive pronoun always ends in **-self** or **-selves**. Reflexive pronouns are words like myself, yourself, himself, herself.

EXAMPLE

- **She** cut her hair **herself** yesterday.
- **You** are too young to do it **yourself**.

Fill in the blanks with suitable reflexive pronouns.

- Rashid bought this T-shirt ________.
- Anila did the English homework ________.
- I wrote this poem ________.
- Adeel and Kaleem collected the stickers ________.

Subject-Verb-Adverb Patterns (SVA)

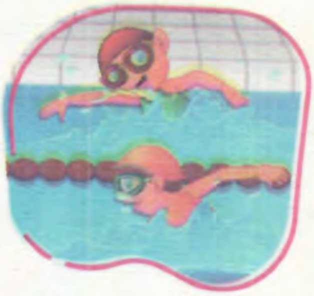
Subject-verb-adverb is a sentence structure where the subject comes **first**, the verb **second**, and the adverb **third**. This type of sentence begins with a core sentence like "The girl walked away". Here, "the girl" is the subject, "walked" the verb, and "away" the adverb.

EXAMPLE

Subject	Verb	Adverb
Laiba	laughed	loudly
Flowers	are	everywhere

For Teachers:
Help students understand reflexive pronouns and subject verb adverb patterns.

Identify the adverb in the following statements and encircle it.



He swims well.

Asad laughs loudly.

The dog jumps high.

Apples are everywhere.

Subject-Verb-Noun (SVN) Sentence Patterns

Subject-verb-noun is a sentence structure where the subject comes **first**, the verb **second**, and the noun **third**. For example: "They are teachers". Here, "they" is the subject, "are" the verb, and "teachers" the noun.

EXAMPLE

Subject	Verb	Adverb
She	is	a doctor
Shafqat	was	a nurse

Identify the subject, verb, and the noun from the following sentences and write them in their right column:

- I am the teacher.
- Ahsan is a carpenter.
- The boy is a student.

Subject	Verb	Adverb

Present Continuous Tense

Present continuous tense indicates an action happening in the present and may continue into the future.

Affirmative: Subject + is/ am/ are + base form of verb-ing + object.

Negative: Subject + is/ am/ are (not) + base form of verb-ing + object.

Interrogative: Is/am/are + subject + base form of verb-ing + object?

Complete the following sentences by using the present continuous tense:

- My daughter is ________ on the phone right now. (talk)
- Ahsan is ________ on an assignment nowadays. (work)
- My wife is not ________ today. (cook)

Change the following sentences into their negative form.

- They are walking. ______________________________
- He is dancing in the club. ______________________________
- I am reading a book. ______________________________

Fill in the blanks using given words.

am | are | is

- ________ you helping your grandmama?
- ________ I really ill?
- ________ she a good girl?

Punctuation

Encircle the correct punctuation mark for each sentence.

Dad and I went to buy a tree (. ? !) There were big trees and little trees (. ? !) "Which tree do you like best (. ? !) " Dad asked (. ? !) I looked and looked and then I saw the tree I liked best (. ? !) Hurray (. ? !) I found my favourite tree (. ? !) "Dad, this is the one (. ? !) " I said. We paid for the tree and then put it in our car and took it home (. ? !)

Writing Skill

Narrative Writing

A narrative paragraph tells us about an event. It has a proper beginning, a middle and an ending.

Write a narrative on the most beautiful place you have ever visited.

- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases to convey experiences and events precisely.
- Write a conclusion that follows from the narrated experiences or events.

For Teachers: Explain to students the concept behind narrative writing.

Unit 4

Major Shabbir Sharif Shaheed

Students Learning Outcomes

After completing this unit, students will be able to:

- develop conversation for clarity and effect to engage a listener.
- ask and respond to questions with correct language making meaning explicit.
- read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories).
- ask and answer simple and higher-order questions to guide/assess reading (e.g., why is the author saying this right now? why did the author choose this word? how is this different from what i read somewhere else?
- comprehend and use simple phrasal verbs (e.g., blow up get angry) and idioms (e.g., lend a hand help) in the different texts.
- identify adjectives of quantity, quality, size, shape, colour, and origin.
- demonstrate use of pronoun antecedent agreement recognizing their relationship.
- classify and use sentences with simple and compound structures.
- use past continuous in writing.
- understand and use gerunds.
- understand and use gerunds and participles.
- punctuate sentences and short paragraphs correctly using capitalization, exclamation marks, full stops, apostrophes and commas.
- recognise and rectify faulty punctuation in a given text and own work.
- write opinion piece on topics or texts, supporting a point of view with reasons and information.
  a. introduce a topic or text, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  b. provide reasons that are supported by facts and details.
  c. link opinion and reasons using correct words and phrases
  d. provide a concluding statement, and analyse or section related to the opinion presented.

Pre-reading

Share your feeling and point of view related to the army and listen to your classmates point of view as well.

QUICK QUESTIONS:

- What is a soldier's greatest strength?
- Why are soldiers the real heroes?

Reading

Soldiers are the assets of a country. They are protectors of their nation and guard their motherland at all costs. Pakistan Army has produced many great heroes who laid down their lives in the line of duty. Rana Shabbir Sharif was one of the brave sons of our nation who was awarded the Nishan-e-Haider, the highest military award for his courage.

Shabbir Sharif was born on April 28, 1943, into a Rajput family

For Teachers:
Ask students to explain what they see in the above picture. Then, ask them to discuss with their classmates.

in Kunjah, Gujrat. His father Major Rana Muhammad Sharif was a Pakistani army officer. He was the nephew of Nishan-e-Haider holder Major Raja Aziz Bhatti and elder brother of General (retd) Raheel Sharif, former chief of the army staff.

He completed his matric from St. Anthony's High School, Lahore. He was a student at Government College, Lahore, when he was recruited into the Pakistan Military Academy, Kakul. He successfully completed his training and was awarded the Sword of Honour. He was posted to the 6th Battalion of the Frontier Force Regiment.

Shabbir Sharif was one of the most admired officers in the Pakistan Army. He played squash and also won many swimming medals while he was serving the 4th Frontier Force Regiment.

In the 1971 Indo-Pakistani War, Major Shabbir was a commander of a company from the 6th Frontier Force Regiment. He was tasked with capturing Grumukhi Khera and Beri, a village in the Sulemanki Sector.

On December 3rd, 1971, he fought courageously alongside his men and held Indian forces at bay. Shabbir Sharif and his company cleared the Jhangar post with great bravery. He fearlessly passed through the minefield laid by enemy, swam across a water obstacle, the 'Sabuna, Distributary', whilst under intense enemy fire and led his company to capture the object. During the day, his troops repulsed more than 15 Indian attempts to recapture lost positions. His company destroyed four enemy tanks and held two Indian battalions at bay, also killing 43 soldiers.

While- reading

Major Shabbir Sharif Shaheed was a true patriot. How would you describe him?

During an attack on the night of December 5th, the Indian company commander challenged him to a hand-to-hand combat. Major Shabbir Sharif accepted his challenge and soon snatched the stengun out of the Indian major's hand and wounded him. This chivalrous act demoralised the Indian troops, allowing Major Shabbir's men to consolidate their hard earned gains in the captured area.

The enemy launched a counter attack led by air strikes and heavy artillery shelling in the afternoon on December 6th. After casualties amongst his soldiers, Major Shabbir took over as gunner on an anti-tank gun and started firing on enemy tanks. During this fight, one of the enemy tanks fired at him, causing fatal injuries. He embraced martyrdom. At the time of martyrdom, Major Shabbir was just 28 years old. Later the Government of Pakistan awarded him with the Nishan-e-Haider.

He is the only soldier who received both Nishan-e-Haider and Sitara-e-Jurat for his heroism. In addition, he had also received the Sword of Honour so he holds the unique honour of having being the recpient of the three most desired awards from the Pakistan Army. We are proud of brave and courageous soldiers of Pakistan such as Major Shabir Sharif.

Reading Comprehension

Read the meanings of these words.

Words	Meanings
assets	a person or thing that is valuable or useful to somebody/something
capture	to take control of a place, building, etc. using force
fearlessly	without being afraid
martyrdom	death of a martyr
courageous	showing courage/bravery

Answer the following questions:

- When and where was Major Shabbir Sharif Shaheed born?
- What was Major Shabbir Sharif tasked with and how did he complete that task?
- How did Major Shabbir Sharif fight with the enemy? Write in a few sentences.
- What awards did Major Shabbir Sharif get for his achievements?
- Write the names of soldiers you know who have received the highest military rank of Nishan-Haider.
- What can you do for your country?
- Summarise the lesson in your own words.

Similes

A **simile** is a word or phrase that compares one thing to another, using the words 'like' or 'as'.

Read the given similes with their meanings and sentences.

Similes	Meanings	Sentences
as clear as a crystal	very clear	The sky is as clear as a crystal.
as busy as a bee	very busy	Atiq was as busy as a bee doing his assignment.

For Teachers: Help students comprehend the text and enjoy with the help of illustrations.

as fresh as a daisy	very fresh	My mother always seems to be as fresh as a daisy.
shine like a star	comparing something to a star	She shone like a star in her new dress.
ears like a rabbit	very large	He has ears like a rabbit.

Use the similes below in sentences of your own in your notebook.

- as cold as ice
- as light as a feather
- swim like a fish
- as wise as an owl
- fight like cats and dogs
- as happy as a lark

Listening and Speaking

Read and practise the given dialogue.

Father: Hello' Azhar.

Azhar: Hi' Papa.

Father: Azhar, my childhood friend Mr. Rahman is coming to meet me today in the evening. He is a lieutenant in the Pakistan Army.

Azhar: Wow! That's great. I look forward to meeting him.

(In the evening, Mr. Rahman arrives.)

Father: Assalaamu Alaikum, how are you?

Mr. Rahman: Walaikum Assalaam, I'm fine. How are you?

Father: I'm fine too. Meet my son, Azhar. He loves the Pakistan Army and soldiers.

Azhar: Assalaamu Alaikum, Uncle Rahman!

Mr Rahman: Walaikum Assalaam, young man.

Azhar: I want to be a soldier when I grow up. I want to protect my country from our enemies and serve my country. Pakistan Army is the best army in the world.

Mr Rahman: It's really nice to see your great passion for our army. I appreciate it. You have to study and work hard to attain your ambition.

Azhar: Thanks Uncle. Insha Allah, I will study hard to achieve my aim.

Mr Rahman: That's really great.

Arrange a class discussion about the aim (s) in a student's life.

Vocabulary

Phrasal Verbs

A **phrasal verb** is a combination of a verb and an **adverb or preposition**, for example ' shut up' or ' look after'.

Read the phrasal verbs below and notice their use in sentences.

Phrasal verb	Sentences
blow up	Can you help me blow up these balloons?
get angry	Maria gets angry at Ayesha.
carry on	They will carry on with their plans.

Write sentences on these phrasal verbs in your notebook.

agree with | calm down | find out | give up | hold on

Idioms

An idiom is a saying or expression that says one thing literally but means something else when explored in context

EXAMPLE

Idioms	Meaning
lend a hand	to provide help
it's raining cats and dogs	it's raining hard
kill two birds with one stone	get two things done with a single action

Write sentences using the following idioms:

cats and dog | kill two birds with one stone | lend a hand | under the weather

Grammar

Adjectives

An **adjective** is a word you use to describe a person, place, or thing. An **adjective** modifies nouns or pronouns.

For Teacher:
Explain to students the concept of phrasal verbs and idioms through practice.

EXAMPLE

Adjective	Noun	Word
slow	ant	slow ant
old	building	old building

But what if we want to add two or more adjectives before a noun.

Then, we follow the following adjective order before nouns.

Types of Adjectives

Some of the types of adjectives are as follows:

	Types of Adjective	Sentences
Order	Quantity	A quality adjective describe the amount of something. **Example:** one,two, few, many, a lot, etc.
	Quality	A quality adjective describes the qualities of something. **Example:** nice, beautiful, excellent, kind, etc.
	Size	An adjective of size describes the size of something. **Example:** big, small, tiny, tall, short, etc.
	Shape	A shape adjective describes the shape of something. **Example:** straight, oval, square, flat, round, etc.
	Colour	A colour adjective describes the colour of something. **Example:** red, green, blue, black, white, etc.
	Origin	An origin adjective of origin describes where something comes from? **Example:** Pakistan, Turkey, Dubai, London, Thailand, Ireland, etc.

Pronoun Antecedent Agreement

Pronoun antecedent agreement is when the pronoun agrees in number, gender, and person with its antecedent.

A personal pronoun takes the place of a noun. An antecedent is a word for which a pronoun stands (ante=before). The pronoun must agree with its antedecent in number.

For Teachers:
Help students learn types categories of adjectives and pronoun antecedent agreement.

EXAMPLE

- Chelsey finished her presentation, **"Chelsey"** is the **antecedent** and **"her"** is the **pronoun**.
- The dog at the shelter is energetic, but we still really like him, **"The dog"** is the **antecedent** and **"him"** is the **pronoun**.

In each sentence underline the personal pronoun and circle its antecedent.

- The students waited for their results eagerly.
- Afshan waved to her friend Sundus.
- Mrs. Afshan was very hungry, so she finished the whole pizza.
- The president sat in his chair.
- Ali loves his cat.

Sentences with Simple and Compound Structures

Sentence

A group of words that makes a statement, asks a question, or expresses a command, wish, or exclamation.

Furthermore, we have two types of sentences: **simple sentences** and **compound sentence**.

Simple Sentences	Compound Sentences
Simple sentences contain only one independent clause.	Compound sentences contain two or more independent clauses.
Simple sentences are shorter in length.	Compound sentences are longer than simple sentences.
There is no connector in the sentence. **Examples:** • The train is late. • I love my new car. • Our car broke down.	They typically use commas or connectors between the clauses. **Examples:** • This house is too expensive, and that house is too small. • Usman went to school but his sister went to the library.

State whether the following sentences are simple or compound?

- I don't know the answer. ____________
- Standing on tip-toe, he reached for the mango. ____________
- You can wait here. ____________
- The boy is playing football. ____________
- He was sick, therefore, he didn't attend the meeting. ____________

Past Continuous Tense

The past continuous describes actions or events in a time before now, which began in the past and were still going on when another event occurred.

Structure of Past Continuous Tense

Affimative:	subject + was/were + base form of verb-ing + object.
Negative:	subject + was/were + not + base form of verb-ing + object.
Interrogative:	was/were + subject + base form of verb-ing +object?

EXAMPLE

- He was watching television last night.
- You were not studying math yesterday.
- Were they playing last night ?

Change the sentences below into their negative and interrogative forms of past continuous tense.

- He was watering the plants. ____________?
- Children were flying kites. ____________?

Gerund and Participle

A **gerund** acts like a **noun** while a **participle** acts like a **verb** or **adjective**.

Both the gerund and the participle come from a verb, and both end in **-ing**.

EXAMPLE

Gerund	Participle
• Teaching is my passion. (Here, 'teaching' is used as a 'noun')	• He is teaching English. (here 'teaching' is used as a 'verb')
• Running is good exercise.(Here, 'running' is used as a 'noun')	• I put on my running shoes. (here, 'running' is used as 'verb').

Identify the verbs as a gerund and a participle in the following sentences.

- Sitting idly is not my habit.
- I will be sleeping at this time tomorrow.
- Sleeping at this hour of the day is not good for health.
- I saw him sitting there.

Punctuation

Punctuate the following paragraph.

Spring is here the winds blow gently the birds the flowers and the buds all proclaim the coming of spring the plants begin to grow again in many parts of the world it rains for hours this helps the plants to grow and flowers to bloom

Writing Skills

Book Blurb

A blurb is the text on the back side of the book. It is the summary of the story. It aims to get a reader interested in a book.

How to write a blurb!

1. Reference to the genre and central theme
2. Create suspense about main conflict
3. Introduce main character (s)
4. Keep it short.

Write an interesting blurb of the following book.

Look at the following poster and introduce the topic and write a short paragraph on it.

- Use precise language and domain specific vocabulary to inform about, or explain the topic.

- Give a concluding statement related to the explanation presented.

Review 1

Read the words below and their meanings.

Words	Meanings
reliability	
summon	
martyrdom	

Words	Meanings
accomplished	
pavements	
fearlessly	

Answer the questions below.

- What kind of life does the poet imagine in the poem 'Lake Isle of Innis free'?
- Describe the purpose of Eid ul fitr in a paragraph.
- Describe any incident from the Hazrat Muhammad's رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم life (of your choice).
- What awards did Major Shabbir Sharif get for his achievements?

Read the sentences and circle the correct meaning for highlighted words.

- Mohsin walked in the hot desert without water. leave dry and sandy place
- Please share your telephone number? a numerical value more numb
- The wound stopped hurting after he put on an ointment.

  past tense of wind injury
- The swimmer dove into the pool.

  a small white bird the past tense of dive: to jump into

Write an essay on the 'Importance of sports and games' in your own words.

Topic sentence: Sports and games play a major role in keeping a person fit and healthy.

____

____

____

____

Unit 5

Harmony in Society

Students Learning Outcomes

After completing this unit, students will be able to:

- listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.
- read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories).
- distinguish between the literal and nonliteral meanings of words and phrases in context (e.g., take steps) and use them appropriately in writing.
- change and use degrees of adjectives: positive, comparative, superlative.
- change and use degrees of regular and irregular adjectives.
- explain functions of different conjunctions/transitional devices used for addition (e.g., and, too, as well as).
- identify relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses.
- differentiate between phrases and clauses.
- recognise and use the forms and functions of present perfect tense.
- punctuate sentences and short paragraphs correctly using capitalization, exclamation marks, full stops, apostrophes and commas.
- recognise and rectify faulty punctuation in a given text and own work.
- follow the technique of writing topic sentences and supporting details: recognize that a paragraph comprises a group of sentences that develop a single idea write a simple unified paragraph on a given topic:z
    - write a clear topic sentence using specific words, vivid verbs, modifiers, etc.
    - add adequate supporting details to complete the idea.

Pre-reading

Quick Questions:

- Who are special persons? Have you even met one?
- How should we behave with them?

Ahmad and Haziq were playing in the ground when they saw a family moving next door. They informed their mother who told them that they would all welcome the new neighbours by cooking something for them.

In the evening, they were called by their mother. She handed them a bowl of dessert and told them to take it over to the new neighbours. She instructed them to greet the family with respect and pay her regards as well.

Haziq and Ahmad happily went there and knocked at the door. A lady opened the door and welcomed them with a broad smile on her face. They greeted her and as per their mother's instructions gave her the dessert bowl. She offered them fresh juice and had a small chit chat. While leaving the house they both saw a boy of their age sitting in the balcony, but when he saw them, he shut the window. They were surprised at his attitude but came back home quietly.

Next day while waiting for their school bus, they observed the same boy sitting in the same window. He repeated the same action and closed his window. The whole day Haziq and Ahmad thought about that boy. They thought him to be too proud and rude.

In the evening when their mother made dougnuts, she told them to share them with their new neighbours. The same lady opened the door smiling. They asked about the boy. A tear rolled down from her eyes and she told them that his name was Jasim and he was her only son.

Jasim was only two years old when they had found out that he had polio. This news was extremely devastating for them. The raging fever left him paralyzed from the neck down. He underwent surgery as well but to no avail. He had some strength in his upper body, but his lower body especially his legs remained dysfunctional.

She said that Jasim had developed a phobia of school because he had been bullied by a few naughty boys in his previous school. Due to this, a home tutor used to came to help him with his studies. All the old school the situation had turned so ugly that they had decided to move to another city. Haziq and Ahmad heard everything with concern. They wished to see Jasim in a normalised situation. Jasim's mother led them to his room. As usual, Jasim was sitting on his wheel chair and looking outside from his window, looking pensive and a lone.

They both went close to him and greeted him. Jasim got a bit up set in the beginning but his mother tapped his shoulder and left the room. Haziq and Ahmad introduced themselves and offered him chocolates that they had brought for him. This attitude was very new for Jasim. His gloomy eyes were reluctant in accepting their offer of friendship at first but he did not refuse their company.

Haziq and Ahmad promised him to be at his side in all difficult situation. They assured him that they would not leave him no matter what happened. This situation made Jasim feel good and he agreed to go outside to play with them. The next day they brought him out. They played ludo and enjoyed themselves. When they dragged his wheelchair and helped him leave the house, Jasim's mother was happy. They did what Jasims's parents had wanted for him from a long time.

People were looking at this differently abled boy but the company of Haziq and Ahmad didn't allow others to say anything to him. Jasim was good in throwing a ball and was a great planner. Soon their friendship became famous among others and in the evenings the ground cackled with kids laughter and noise with Jasim as a part of them.

While- reading

Did you ever help any special person like Jasim in your life? Share your experience.

We should always be thankful to Allah for making us whole. It's our moral duty to treat people like Jasim with empathy and make them a productive part of our thinking. Together, we can bring change in our society and can make sociaty better.

Reading Comprehension

Read the meanings of these words.

Words	Meanings	Words	Meanings
devastated	shocked	reluctant	unwilling
thrilled	excited	dysfunctional	abnormal
gloomy	sad		

Answer the following questions

- What instructions did Haziq and Ahmad's mother give them before sending them to their new neighbours?
- What made Jasim cut off from society?
- How did Haziq and Ahmad treat Jasim?
- Have you ever met a differently abled person in your life? How did you treat him/her?

Listening and Speaking

Read and practise the given dialogues.

Hafsa: How do you spend your free time?

Vajiha: I like reading fables and moral stories in my free time.

For Teachers: Help students comprehend the text and enjoy with the help of illustrations.

Hafsa:	Why do you like reading fables?
Vajiha:	Fables are an interesting way to convey a moral lesson. Don't you like them?
Hafsa:	No, I don't. I like to read informational and scientific articles because I have a lot of interest in scientific inventions.
Vajiha:	Hmm. It means you like to read science magazines.
Hafsa:	Yes, I often read science magazines. They proivde one with a lot of interesting ideas and what new products have been developed.
Vajiha:	That's great.

Ask students about informational articles/magazines they read and ask them to create a dialogue about their likes/dislikes.

Grammar

Degrees of Adjectives

There are three degrees of adjectives which are;

Positive: It is the primary degree of an adjective which denotes the quality of a subject without any comparison.

Comparative: This degree is used to compare two subjects.

Superlative: This degree is used to compare more than two subjects.

Regular and Irregular Adjectives

Regular Adjective	Irregular Adjective
• Regular adjectives change their form (comparative and superlative) by adding -er/-est or more/most.	• Irregular adjectives do not change their form by adding -er/-est or more/most.
• **e.g.,** short- shorter - shortest	• **e.g.,** well - better – the best

Degrees of Regular Adjectives

Positive	Comparative	Superlative
ugly	uglier	ugliest
sharp	sharper	sharpest
low	lower	lowest

Degrees of Irregular Adjectives

Positive	Comparative	Superlative
many	more	most
far	further	furthest
bad	worse	worst

Write the missing degrees of adjectives in the given column.

Positive	Comparative	Superlative
thick		
		best
	elder	
strong		
		last

Transitional Devices

Transitional devices are words or phrases used to link sentences and paragraphs. For example: therefore, however, but etc.

They work like a bridge between sentences or from one paragraph to another. They can be also used for adding something to the sentences.

EXAMPLE

Ali is so happy **and** excited because his mother has given him a bicycle.

Furqan is very athletic **and** he plays in the school cricket team too.

Ahmad invited his teacher to the party **as well as** class friends.

Use the following transitional devices (used for addition) in your sentences.

besides | along with | in addition to | moreover | furthermore

For Teacher:

Help students learn the degrees of irregular adjectives and transitional devices.

Relative Pronouns

A relative pronoun is a pronoun that heads an adjective clause.

EXAMPLE

The relative pronouns are **"that," "which," "who," "whom,"** and **"whose."**

- The cat **that** ate my biscuits is looking guilty.
- My new bag **which** I bought yesterday, is beautiful.
- The young girl **whose** hand was fractured in the accident, has not been coming to school.
- The boy **who** found this purse discovered a thousand rupees in it.
- The girl **whom** I was talking to is a good friend.

Fill in the blanks with any suitable relative pronoun.

- The doll house ______ the carpenter built is large. (that, who)
- My father told me ______ train to catch. (which, whom)
- She's not the kind of person _______ laughs at other. (who, that)
- I want to go to the place _______ we visit last year. (whom, which)
- I know _______ handwriting is this. (which, whose)

Clauses and Phrases

Clauses	Phrases
A group of words that have a subject and verb.	A group of words without subject, verb and verb components.
Types of clauses	**Types of phrases**
Independent clauses It can make sense on its own as a sentence. **e.g.,** I am baking pizza.	**Noun phrases e.g.** best friend **Verb phrases e.g.** was reading **Adjective phrases e.g.,** very beautiful
Dependent clauses It cannot make sense on its own as a sentence. **e.g.** Although I am better, I don't want to go to office today.	**Adverb phrase. e.g.** really quick **Prepositional phrase. e.g.** on the box

Read the following text and underline the phrases with red colour and clauses with blue.

- For a while.
- He is happy.
- Was doing something.
- She works hard, so that she may got a scholarship.
- Is wise and talented.
- I decided to go to work tomorrow.

Present Perfect Tense

The present perfect is often used for an action that started at some time in the past and is still continuing.

Affirmative:	Subject+ has/have + Verb (3rd form) + object.
Negative:	Subject+ has/have+ not+ verb (3rd form) + object.
Interrogative:	Have/Has + subject + verb (3rd form) + object?

We use **'has'** with he, she, it and singular subject.

We use **'have'** with I, we, you, they and plural subjects.

Example

I have done my work.	(affirmative)
I have not done my work.	(negative)
Have they done their work?	(interrogative)
She has lived in Lahore for two weeks.	(affirmative)
She has not seen Lahore.	(negative)
Have they seen the Lahore fort?	(interrogative)

Read the following sentences and write their negative and interrogative forms.

- We have received our gifts.
- She has written a letter.
- The spider has bitten me on my hand.
- I have seen/visited the northern areas of Pakistan.

Literal and Non-literal Meanings

Literal Meanings

Literal meaning is the actual meaning of a word or phrase, based on its dictionary meaning.

Non-literal Meanings

Non-literal meanings of the words and phrases (also called figurative language because they are is often odd or unrealistic). They go beyond the dictionary meaning of the word or phrase and often has a different meaning altogether.

EXAMPLE

Literal Meanings	Non Literal Meanings
I tried a new recipe my sister made and it left a bad taste in my mouth.	I told my friend a secret, and she told it to everyone in the classroom. It left a bad taste in my mouth.
The clouds are going to cause rain.	My head is in the clouds. (means day dreaming)

Read the following sentences and write whether it is a sentence with literal meanings or non-literal meanings.

Sentences	Literal or non-literal
The burger is delicious, my mom cooked it perfectly.	
You made me laugh so hard. I think my smile was a mile wide.	
I am tongue tied.	
Ayesha and her friends are playing with cats and dogs.	

For Teachers:

Help students learn the difference between literal and non-literal meanings.

Punctuation

Remember

Four Rules for using Commas

- Use a comma before a conjunction that joins main clauses.
- Use a comma to separate items in a series/ list.
- Use a comma after an introductory word group.
- Use a pair of commas to set off interruptions.

Punctuate the following paragraph and rewrite it in your notebooks.

Ayesha my best friend is coming from dubai for a short visit this weekend ill take her to our farmhouse i am sure she will enjoy visiting our farmhouse she will enjoy swimming in our pond riding horses and picking fresh apples from trees

Writing Skills Multi-syllables

Write the correct spelling of the given words below. You may use a dictionary for help.

- estableshment ______________________
- beautifoll ______________________
- uncamfortable ______________________
- mountaens ______________________
- enviornment ______________________

Analogy

Complete each analogy. Define it first by writing the best word in the blanks.

- Bear is to cub as cat is to ______________.
- Left is to right as down is to ______________.
- Mouse is to mammal as snake is to ______________.
- Bird is to chirp as cow is to ______________.
- Apple is to fruit as carrot is to ______________.
- Morning is to breakfast as evening is to ______________.
- Bed is to sleeping as chair is to ______________.
- Oven is to bake as knife is to ______________.

LEARN IT!

An analogy is a comparison between two things, usually to explain or clarify something.

Write an story on "My best friend cannot walk" using multi-syllable words. Encircle the multi-syllable words.

____

____

____

____

____

Unit 6

First Aid Saves Life

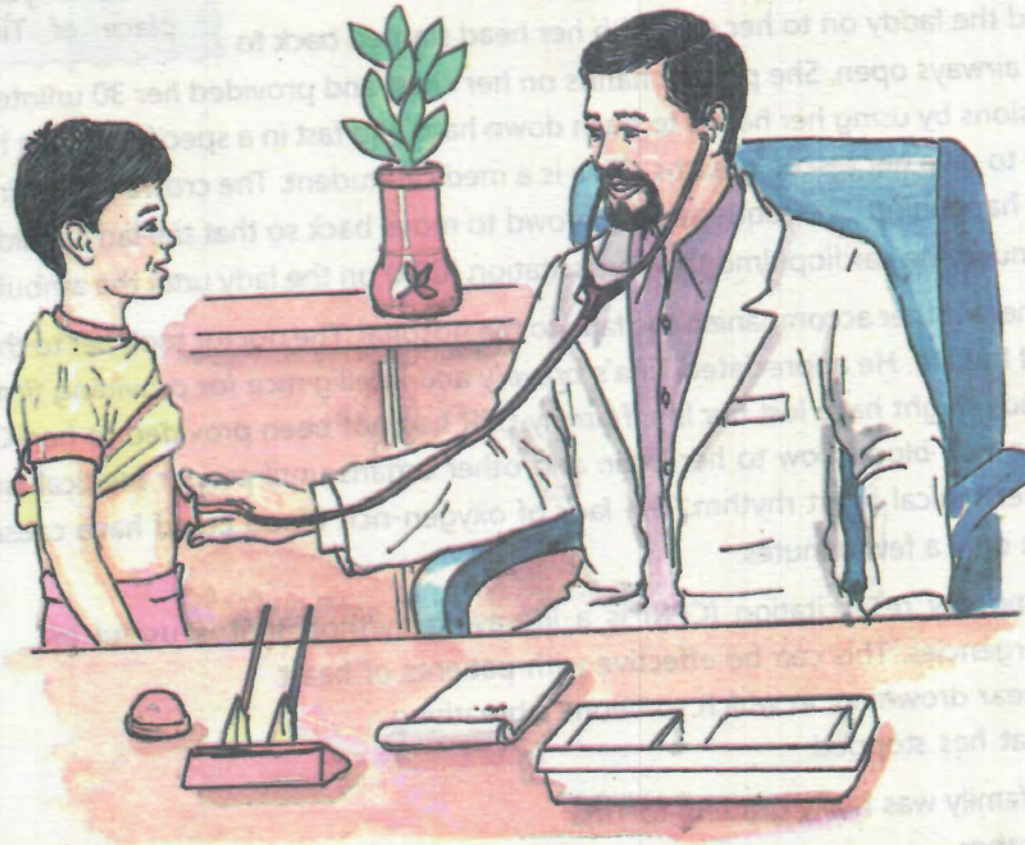
Students Learning Outcomes

After completing this unit, students will be able to:

- ❖ deduce, meaning from context in both short and extended talk on a range of general and curricular topics.
- ❖ speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- ❖ read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories).
- ❖ comprehend and use simple phrasal verbs (e.g., blow up get angry) and idioms (e.g., lend a hand help) in the different texts.
- ❖ demonstrate the use of main verbs and helping verbs.
- ❖ explain functions of different conjunctions/transitional devices used for sequence (e.g., then, while, before).
- ❖ form adjectives from nouns.
- ❖ identify and construct sentences with a comparison clause (e.g., i eat more than you do), with a relative clause (e.g., he is looking for the bag which he has lost).
- ❖ recognise and use the forms and functions of past perfect tense.
- ❖ understand the use of since and for.
- ❖ use aspects of time correctly in speech and writing.
- ❖ punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.
- ❖ recognise and rectify faulty punctuation in a given text and own work.
- ❖ write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.
- ❖ write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
  a. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  b. use dialogue and description to develop experience s and events or show the responses of characters to situations.
  c. use a variety of transitional words and phrases to manage the sequence of events.
  d. use concrete words and phrases and sensory details to convey experience s and events precisely.
  e. provide a conclusion that follows from the narrated experiences or events.

Pre-reading

See the following picture and observe it carefully.



Quick Questions:

- In what ways do you help others? Discuss with your classmates.
- What should we do when we see an accident?

Reading

Tina and her mother were preparing to go shopping. They had a big party that night and for they needed to get groceries to cook a grand dinner. Tina locked the door and rushed out after her mother, and both drove to the super market.

The market was very busy. A great hustle and bustle could be seen everywhere. The bright blazing sun was increasing in heat. Tina and her mother completed their shopping and drove back home.

On their way back, they observed a crowd of people on the road. Tina's mother stopped their car to investigate the matter. They found a woman lying collapsed on the road.

Tina quickly came out of the car and rushed over to her. She moved the crowd away and tried talking to the lady. She constantly checked her breathing and Pulse and asked her mother to call for an ambulance.

While- reading

What would you have done if you were in place of Tina?

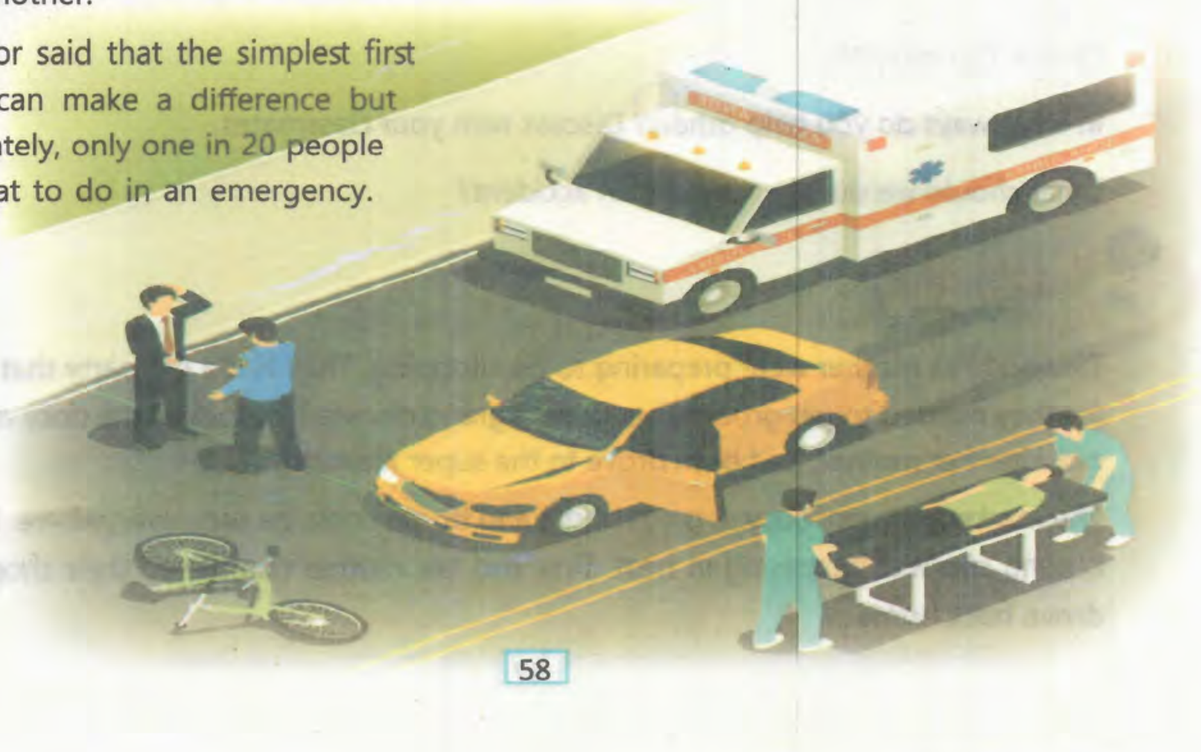
She rolled the laddy on to her side with her head slanted back to keep her airways open. She put her hands on her chest and provided her 30 uninterrupted chest compressions by using her hands to push down hard and fast in a specific way on her chest. Tina also tried to give her rescue breaths. Tina is a medical student. The crowd closed in again to see what was happening. She requested the crowd to move back so that the lady could get fresh air. She continued the cardiopulmonary resuscitation (CPR) on the lady until the ambulance arrived.

Tina and her mother accompanied the lady to the hospital. The doctor took her to the emergency and saved her life. He appreciated Tina's bravery and intelligence for providing first aid. He said that the lady might have lost her life if timely CPR had not been provided to her. CPR provided the oxygen-rich blood flow to her brain and other organs until proper medical treatment and restored her typical heart rhythm. The lack of oxygen-rich blood could have caused her brain damage in only a few minutes.

Cardiopulmonary resuscitation (CPR) is a lifesaving method that is useful in many emergencies. This can be effective with patients of heart attack or near drowning, in which someone's breathing or heartbeat has stopped.

The lady's family was really grateful to Tina and her mother.

The doctor said that the simplest first aid skill can make a difference but unfortunately, only one in 20 people know what to do in an emergency.



Tina was a live example to follow for everyone. She was praised and appreciated by all.

All of a sudden she became a superhero who had saved someone's life.

Tina also offered her services to train those who were interested in first aid and CRP to the people in her neighbourhood.

Reading Comprehension

Read the meanings of the words below.

Words	Meanings
scorching	boiling
slanted	turned
blazing	burning
compressions	pressures
drowning	fainting

Answer the following questions:

- Why did Tina and her mother go shopping?
- Why did Tina's mother stop the car?
- How did Tina help the lady?
- What did the doctor say to Tina?
- Have you learnt any first aid skill? Did you ever help anyone by using it?

Listening and Speaking

Read and practise the dialogue below.

Teacher: Good morning students!

Students: Good morning teacher!

Teacher: How are you all today?

Students: Fine, thank you, teacher.

Teacher: Are you all ready for your speech competition?

Students: Yes! teacher.

Teacher: Waqar! It is your turn today to present first. Come in front and begin.

For Teachers: Help students comprehend the text and enjoy with the help of illustrations.

Teacher: Excellent! Waqar. It was a well-prepared speech. Who will come next?
Sharjeel: Teacher, May I be next?
Teacher: Yes, Sharjeel. You may.
Sharjeel: Thank you, teacher.

Divide students into six groups and ask them to the topic "The Importance of English conversation in our daily life".

Vocabulary

Idioms

An idiom is a saying or expression that says one thing literally but means something else when explored in context.

EXAMPLE

Idioms	Meaning
lend a hand	to provide help
it's raining cats and dogs	it's raining hard
kill two birds with one stone.	get two things done with a single action
bread and butter	someone's livelihood
down to earth	simple, decent, realistic, and practical.
hit the sack	go to sleep
no pain, no gain	you must work for what you want.

Write sentences using the below idioms.

lend a helping hand | it's raining cats and dog | down to earth

For Teachers: Help students answer the questions with the help of the text. Also, learn new idioms and their uses.

Grammar

Use of Main Verb and Helping Verb

Main Verb

The **main verb** is the one that tells you the main action of the subject. It can stand alone in sentences or can be used with an auxiliary verb.

EXAMPLE

She **ate** a pie.

Rafia **bakes** cookie.

In the above sentences, 'ate' and 'bakes' are the main verbs. Here these words stand alone.

Helping Verb

Helping verbs work together with the main verb. They are also called auxillary verbs. For example, is, am, are, has, have, had and etc

EXAMPLE

I **have finished** my work.

She **is helping** her mother in cooking.

In the above sentences 'have' and 'is' are the helping verbs, and 'finished' and 'helping' are the main verbs.

For Teachers:

Encourage students to learn the proper use of the main verb and helping verbs.

Identify the main verb and helping verb in the following sentences.

- She is leaving.
- I am doing my work
- They have decided to advertise.
- Frank played tennis when he was 12.
- I had seen the movie before.

Conjunctions and Transitional Devices.

Conjunctions	Transitional Devices
1.Conjuctions are words that connect two phrases or clause.	1.Transitional devices are words or phrases that indicate the relationship between two sentences or paragraphs.
2.Connect two clauses.	2.Connects two sentences or paragraphs.
3.Removal of a conjunction from a sentence will affect the grammar of the sentence	3.Removal of a transitional device from a sentence will not affect the grammer of the sentence
Conjunctions and, but, because, if, after and etc.	**Transitional words** before, while, then, as a result and etc.
Examples: • I like mangoes **and** apples. • I am hungry **but** the fridge is empty. • Let me know **if** you go to school.	**Examples:** • **Before** leaving, turn off the fan please. • I fell asleep **while** studying at my desk. • **Then**, I want to go home.

Complete the sentences by putting 'conjuctions' and 'transitions words' in the following statements.

- _______you go home, make sure to switch off the lights of the office.
- I like grapes _____bananas.
- Let me know _____ you want to go home early.
- I was eating snacks _____ enjoying a movie.

For Teachers:
Help students with the use of conjunctions and transitional devices through more examples.

Form Adjectives from Nouns

We can form adjectives from nouns by **adding suffixes to a noun**. The adjectives that are formed by adding -y or -al or -ial or -ish or ic as a suffix are given below in the table. If the noun has an 'e' in the ending, it is removed and -y or -al or -ial is added as a suffix to the noun to form an adjective.

Suffix	Noun	Adjective
-y	luck	lucky
-al	accident	accidental
-ial	finance	financial
-ish	child	childish
-ic	artist	artistic

Write Down the Adjectives of these Noun

Noun	Adjective
length	
nature	
magic	

Comparison Clauses and Relative Clauses

Comparative Clauses

A comparative clause is a type of subordinate clause that follows the comparative form of an adjective or adverb and begins with as, than, or like. As the name indicates, a comparative clause expresses a comparison.

EXAMPLE

- Her smile was as bright as sunshine.
- My house is bigger than yours.
- The room smells like flowers.

For Teachers:

Help students learn the types of clauses and their use.

Complete the sentences below with appropriate comparative structure.

- He is better_____ his brother.
- I am just as stubborn ____ my mum.
- She looks ____her mother.

Relative Clauses

A relative clause is a subordinate clause which specifies or gives information about a person or thing. Relative clauses come after a noun or pronoun and, in English, often begin with a relative pronoun such as **'who', 'which', or 'that'**.

EXAMPLE

- The boy who is eating pizza is my brother.

  (Here, 'who' is the relative clause)

- He is looking for a bag which he has lost.

  (Here, 'which' is the relative clause)

Rearrange the relative clause in the correct order.

- Fruit/on/that/not/fresh/the/is/the/table
- ____________________________________
- bag/which/has/he/lost/looking/for/a/he/is
- ____________________________________

Past Perfect Tense

Past perfect tense is used for past actions, already finished when another past action happened. It also use for unreal and imaginary things, wishes in the past.

Affirmative: Subject + had + past particple form of verb.

Negative: Subject + had + not + past particple form of verb.

Interrogative: Had + subject + past particple form of verb?

EXAMPLE

- The players had lost heart before the match even finished.
- The players had not lost heart before the match ended.
- Had the players lost heart before the match finished?

Write these sentences with negative and interrogative forms in your notebooks.

- She had drawn a good landscape.
- He had eaten all the snacks.
- We had played video games.

Use of 'For' and 'Since'

Read the given text below and understand the use of 'for' and 'since'.

For		Since	
We use **for** to talk about the length of time, a period of time.		We use **since** to talk about a point in the past, a specific point in the past.	
FOR+ time period **FOR+** number + time word.		**SINCE+** starting point **SINCE+** date and time.	
Example		**Example**	
seven minutes	eight years	8'o clock	Monday
three weeks	3 centuries	1st July	December
5 months	ever	1994	beginning of time
Sentences • She has been in prison for 6 months. • You have played football for ten years.		**Sentences** • He has lived here since 1993. • I haven't ridden a horse since I was 9	

Complete the sentences by using 'FOR' and 'SINCE'.

- They've lived in America ______ 2004.
- My friend has been ill______ a long time.
- We have had this car ______ 1995.
- We have been working in his office _____ three years.
- Ahmad has studied ___ two hours.

Punctuation

Parentheses ( )

Parentheses are punctuation marks that always come in pairs. We use parenthesis to enclose additional information, non-essential information to clarify, explain or add a side note in a sentence.

EXAMPLE

- I went to the cinema to meet Murtaza (my younger brother).
- I lost my phone (an iPhone 11) on my way home from school.
- I miss Mujeeb (my best friend) every day.

Use parentheses ( ) where needed in these sentences.

- I'll get back to you tomorrow Friday.
- You put fifty-four 54 books on that shelf.
- We are going to visit Lahore a city of Pakistan this spring.
- City college for Women University CCWU is one of the famous Universities of Punjab.
- I am going to visit my grandma my dad's mom today.

Writing Skill

Informal Letter Writing

Parts of an Informal Letter:

Read the given parts in an informal letter.

Address:	Address is always written on the top left corner.
Date:	Date is mentioned under the heading.
Salutation:	Salutation is the complementary words used to address the person.
Body:	It is the main message of the letter. It is written is the form of paragraphs.
Closing:	The first letter of the closing line is always capitalised.
Signature:	The name of the sender is written to end the letter.

address — 123, A Block,
XYZ,
date — March 4, 2022

salutation — Dear Saad,

body —

I hope you are doing well now. I received your letter yesterday and got to know about your father's health. I hope uncle is recovering well from the covid-19 infection. I became really worried when I came to know he had been infected. Give him healthy food even if he doesn't like it. He will be better soon.

I wanted to share some information with you on covid-19 that I have received from my uncle, Dr. Zian. The most common symptoms of covid are cough, sore throat, fever, cold, and fatigue. So if anyone at your home have these, immediately visit a doctor. In Pakistan, usually people try to cure themselves by using different home remedies. We can use these remedies as a precaution to avoid infection but we cannot use them as treatment. Be safe and healthy. Please let me know if you need any kind of help. I will always be there. Convey my regards to Aunty and Uncle.

closing — With Love,
Kaleem

signature —

Write a letter to your friend to invite him to a birthday party or write a letter to your parents to tell them about your new school.

Unit 7

Corruption

Students Learning Outcomes

After completing this unit, students will be able to:

- develop conversation for clarity and effect to engage a listener.
- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: follow rules for discussions, set specific goals and deadlines, and define individual roles as needed.
- respond to a text with, e.g., reasons, simple judgement, personal interpretation.
- read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: information reports and texts (e.g., reports, fact sheets).
- use dictionary/ thesaurus to:
  - locate guide words.
  - locate entry word.
  - choose appropriate word definition
  - to identify pronunciation of a word with the help of a pronunciation key.
  - identify syllable division.
  - identify the part of speech of a word through abbreviation used.
  - identify correct spellings.
- recognise and demonstrate function and use of modal verbs can/ cannot, may/may not and should, shall, will, could, might, etc. to express ability, inability, permission, offers, invitations, requests, prohibition, doubt, obligation etc. in affirmative, negative and interrogative sentences.
- explain functions of different conjunctions/transitional devices used for reason (e.g., because, as, for*).
- identify adjectival phrases.
- use past perfect for a past action occurring before another past action (e.g., i had done my homework before my father reached home).
- punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.
- recognise and rectify faulty punctuation in a given text and own work.
- write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
  a. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  b. use dialogue and description to develop experience s and events or show the responses of characters to situations.
  c. use a variety of transitional words and phrases to manage the sequence of events.

Pre-reading

Look at the following picture and have discussion on it.

Quick Questions:

If your friend suddenly fell down or was suffering from fever.

- How would you react?
- What would you do for your friend?

For Teachers:

Guide students about good and bad deeds. How do good and bad deeds affect our society?

Reading

Mr. Shan was a newly appointed minister. He was very rude and offensive. His employees were not happy with him. The worst thing about Mr.Shan was that he was a corrupt minister. He never did anything without bribery. His illegal ways were a pain for others. Due to his strong wealthy background nobody stood up against him.

One day a poor farmer came to him for the approval of a water pump in his area. Mr.Shan demanded a handsome amount to sign the proposal. The farmer begged for mercy as he was not rich enough to fulfill his illegal demand. Mr.Shan rudely tore up his application and ordered his guards to throw the man out.

His friend noticed this attitude and came to advise him. He begged him to leave his bad habits and explained him that bribery and corruption were evil and forbidden in Islam. Our Rasool Muhammad رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم had always to avoid corruption as it was a big sin.

Rasool Muhammad رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم had told his people: "May the Curse of Allah be upon the briber and the bribe recipient". Muslims should avoid paying a bribe in any form and under any circumstances. Mr. Shan was not in the mood to listen to sernon and responded that to maintain a proper lifestyle one must be rich and wealthy even if it meant indulging in bribery.

Days passed by and there was no change in Mr. Shan's professional and personal lifestyle. His greed knew no bounds and he refused to mend his ways.

One day, when he was sitting in his office, an unusual phone call alarmed him. His only son had met with an accident and was admitted to hospital. He left everything and rushed to the hospital. There he met a large crowd of poor workers, labourers and their families. Loud cries of children and women created a devastating din in the hospital. The central bridge of the city had fallen down. It was the same bridge he had ordered to construct using poor material.

> **While- reading**
>
> Which kind of life did Mr. Shaan wish for?

His son was also a victim of the bridge collapse. He had been driving to attend a friend's party. While crossing the bridge he met with an accident and had been buried under the debris until rescuers found him.

People were cursing Mr. Shan but he was not listening. His center of attention was his son who was struggling for his life. Doctors were not hopeful because of his serious injuries.

Mr. Shan sought forgiveness from Allah and regretted his acts. Suddenly, he saw a doctor coming

out of the operation theater. The appearance of the doctor gave Mr. Shan a shock. He was the same man whose fake medical certificate had been issued by his signature and today that fake doctor had been appointed to operate on his son.

Mr. Shan was not expecting this. His misdeeds and wrong acts were right in front of him and he had nothing to say. His heart was crying and he was ashamed and repentant. The doctor came closer and gave him the sad news of his son's death.

His only son was no more and it was all because of his own wrong decisions, dishonesty, greed, misuse of power and corruption. He had none to blame but himself. He spent his life in making money for his family and for the better future of his son, but Allah سُبْحَانَهٗ وَتَعَالٰی Almighty had other plans. Mr. Shan lost the most precious thing of his life.

Corruption leads the nation to downfall. It can destroy society. We must be honest in our deeds and always show loyalty and responsibility.

Reading Comprehension

Read the meanings of these words.

Words	Meanings
offensive	resentful
bribery	corruption
narrated	told
devastating	shocking
repentant	ashamed

Answer the following questions:

- Why was Mr. Shan not liked by others?
- How was the farmer treated by Mr. Shan?
- What did our Rasool Muhammad رسول اللہ خاتم النبیین صَلَّی اللّٰہُ عَلَیْہِ وَعَلٰی اٰلِہٖ وَاَصْحَابِہٖ وَسَلَّمَ say about corruption?
- What incident changed Mr. Shan?
- What should we do to avoid corruption?
- Do you think corruption is a bad thing? Why? Explain in a few sentences.

Listening and Speaking

Read and practise the dialogue below.

Amjad: Hello! Kamran.

For Teachers:

Help students read and understand the text with the help of illustrations.

Kamran: Hello Amjad. How are you?

Amjad: I am fine Kamran. What about you? I was looking for you everywhere.

Kamran: I am also fine. Why? What happened?

Amjad: I wanted to invite you to my birthday party at my home. It's on Monday at 6:30 p.m. Be sure to join me. I will wait for you.

Kamran: Oh! Wow! Sure! I will be there. Thank you so much for inviting me.

Amjad: You are welcome. I have to go now. I have to invite some other friends also.

Kamran: Ok! Bye!

Amjad: Bye!

In groups, ask students to debate on how good deeds can lead to a good life.

Vocabulary

Use of a Dictionary

Parts of a Dictionary

entry words | definition | guide words | pronunciation | parts of speech | pronunciation guide | origin

- **Entry Words**

  A dictionary entry is a set of information that describes a word or phrase.

- **Definition**

  This explains the meaning of the entry word. If there is more than one meaning, the definition is divided by numbers. Also, an example sentence is often used to make the meaning clearer.

- **Guide Words**

  A guide word is a word or a set of words printed in the top corner of a dictionary page to indicate the first or last item of that page.

- **Pronunciation**

  Words are separated into syllables and teach you how to pronounce the entry word. It tells you which syllable is stressed.

For Teachers:

Guide students how to of look up words in a dictionary.

- **Part of Speech**

  This tells you what part of speech the defined word is. It tells you if the entry word is a noun, adjective, verb, pronoun, preposition or conjunction.

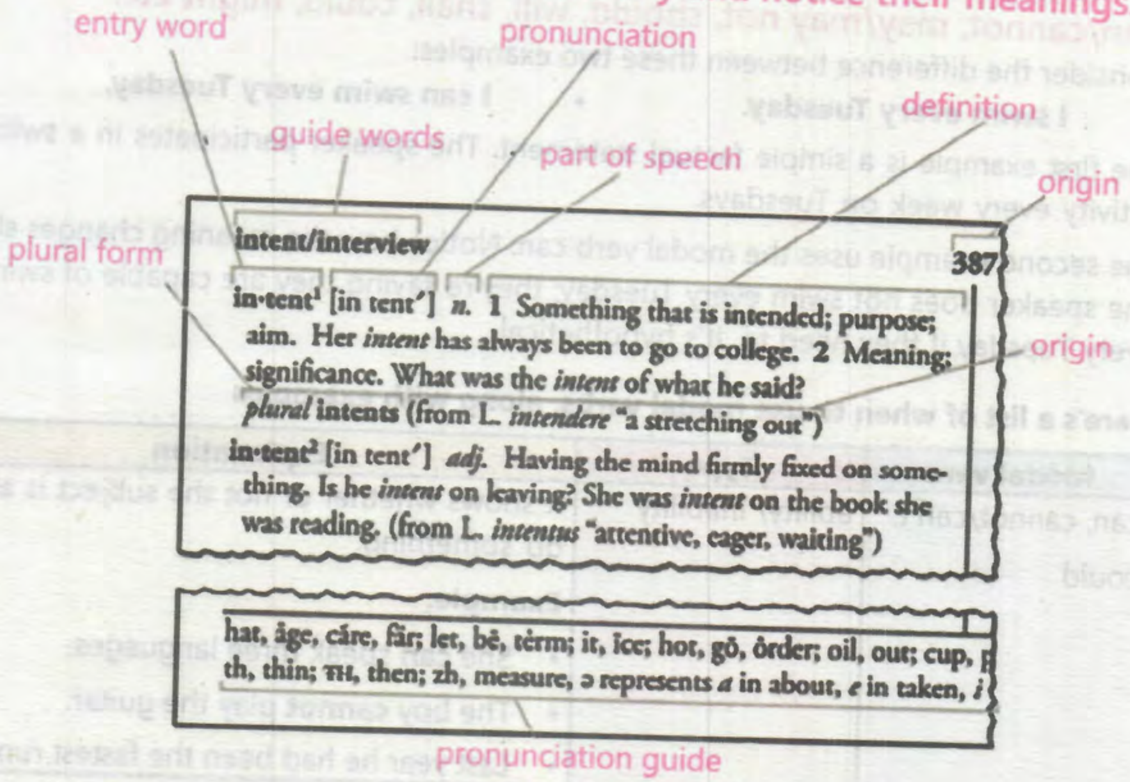
- **Pronunciation Guide**

  This guide explains the meanings of the symbols used in pronunciation. It is normally located in the front of a dictionary and the bottom of every page. It is usually separated from the page by a line or is placed in a coloured box.

- **Origin**

  It shows the origin of the entry word.

Locate the different parts of a dictionary and notice their meanings.



This picture shows you the different parts of a dictionary definition, including entry word, guide words, pronunciation, parts of speech, definition, and origin.

Use a dictionary to answer the following questions:

- Write the plural form of the word "man".
- How many syllables does the word "fantastic" contain ?
- Which part of speech is the word "quickly" ?
- What is the abbreviation of the word "adjective" ?
- What is the origin of the word "intent" ?

Grammar

Modal Verbs

Modal verbs are used to express certain hypothetical conditions, such as advice, capability, or requests (there is a full list in the next section). They are used alongside a main verb to change its meaning slightly. Because they are auxiliary verbs, they cannot be used on their own.

Words used for Modal Verbs

Can/cannot, may/may not, should, will, shall, could, might etc.

Consider the difference between these two examples:

- **I swim every Tuesday.**
- **I can swim every Tuesday.**

The first example is a simple factual statement. The speaker participates in a swimming activity every week on Tuesdays.

The second example uses the modal verb can. Notice how the meaning changes slightly. The speaker does not swim every Tuesday; they're saying they are capable of swimming every Tuesday if they need to. It's hypothetical.

Here's a list of when to use modal verbs, along with examples

Modal verb	Type	Explanation
can, cannot/can't, could	ability/ inability	It shows whether or not the subject is able to do something. **Example:** • She **can** speak three languages. • The boy **cannot** play the guitar. • Last year he had been the fastest runner.
may/may not	permission	If you want to ask permission to do something. **Examples** • Students **may** not wear jeans. • **May** I leave early today?
might	possibility	When we are not sure about something in the present or future. **Examples:** • It **might** rain today. • He **might** come and visit us next year.

would, will, can	request	If you want to ask someone else to do something. Examples • **Will** you turn that music down? • **Can** I borrow your pen please?
should	suggestion/advice	If you want to recommend something to someone without giving an order. **Examples** • You **should** not try the biryani. • That guy **should** wear neat and clean clothes.
Must, need to, have	obligation	It expresses a necessary action, such as an obligation, duty, or requirement. **Examples** • We **must** wait for our boss to arrive before we open. • You **don't** need to come if you don't want to.
Would, will	invitation/offer	To offer to do things for people or to invite them to do something. Examples • **Would** you like to play golf this Friday? • **Will** you come to my party tonight?
Mustn't, can't	probation	It is used to show something that is strictly prohibited (not allowed) Examples • You **can't** drive in this country unless you are over eighteen. • You **mustn't** use your phone in class.

Make sentences of the following modal verbs:

would | must | could | might | Can't

For T achers:
Encourage student recognise modal verbs and their use with the help of examples.

Conjunctions

Functions of conjunctions/transitional devices used for reason.

There are many transitional devices which are used 'for a reason'. A few of them are:

- because
- so
- for

Transitional Device	Examples
because	• I don't like to play with dolls **because** it is so childish. • We are unable to go out of the city **because** of a strike.
so	• I am not coming to school today **so** kindly grant me leave of absence. • She is too young **so** she cannot go to this movie.
for	• **For** the purpose of understanding the student's psyche, the teacher arranged an activity for the class.

Use the following transitional devices in your sentences.

in order to | with this purpose | given that | in view

Adjectival Phrases

An adjectival phrase refers to a group of words comprising of an adjective.

EXAMPLE

- The girl in **the red shirt** is my best friend.
- Why are you going outside in **such stormy** weather?
- **Slow and steady** wins the race.

Make sentences of the following adjectival phrases.

so delicious	so silent and quiet	full of troubles	a religious man	very carefully

Past Perfect Tense

It is used for the past action, already finished when another past action happened.

Affirmative: Subject + had + past particple form of verb + object.

Negative: Subject + had + not + past particple form + object.

Interrogative: Had + subject + past particple form of verb + object.

Read the following sentences and notice the structure of past perfect tense.

- I went home after I had completed my task.
- Did she come late to school yesterday?
- He had not read the book before yesterday.
- They had eaten mangoes.

Read the following sentences and change them into negative and interrogative forms.

- Amna had completed her assignment before she went to school.
- He had drawn the sketch of a house before yesterday.
- I drafted my plan before I started work.
- When we reached school, the bell had already rung.

Punctuation

Punctuate the given paragraph and rewrite it in your notebook.

it was raining so heavily ayesha was reading a story book sitting in the window enjoying the weather suddenly she heard a sound outside her house she went outside of the house and saw a cat under a tree she picked up the cat and hugged the cat and took it to her room and gave the cat some food to eat

Writing Skills

Formal Letter

A formal letter is a professional letter, which is written in formal language, in a prescribed format. This letter is mainly used for professional communication.

While writing a formal letter, keep in mind the following points:

- Be clear and concise. Make sure to keep it short and to the point.
- Use the right format of letter including all the elements.
- Use a formal and professional tone. Avoid any slang and be respectful.
- Proofread your letter before sending it to avoid any spelling or grammatical mistakes.
- Avoid contractions and abbreviations in your sentences.

This is a formal letter to the secretary of your society asking him to provide street lights in your locality.

5-D, ABC Society,
City XYZ. — sender's address

Date: 10th April, 2021 — date

The Secretary ABC Society — receiver

Subject: Request for street lights. — subject

salutation — Sir,

salutation — I, Sadia Khan on behalf of the residents of ABC Society, would like to state that most of the streets of our locality are without any lights. In the night, many crimes take place here because the streets remain dark. People are afraid of going anywhere at night. We want the problem resolved. We, therefore, request and hope that you would be kind enough to provide street lights and oblige us thereby.

Yours faithfully,

Sadia Khan — closer

____

Signature

Now write a formal letter to the police inspector of your area, highlighting the recent thefts in your area. Request him/her to provide increased security personnel on your streets.

Unit 8

Overpopulation - a Dilemma

Students Learning Outcomes

After completing this unit, students will be able to:

- listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- present an argument and viewpoint with clarity of purpose and a convincing manner.
- read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: information reports and texts (e.g., reports, fact sheets).
- use dictionary/ thesaurus to
  - use a thesaurus to locate synonyms/ antonyms
  - identify phrases through keywords.
  - understand various abbreviation is used in a dictionary.
- use prepositions of position, time, movement and direction including since and for.
- explain functions of different conjunctions/transitional devices used for purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), choice (e.g., either...or..., neither...nor).
- identify and use adverb phrases in writing for different purposes.
- use apostrophe with nouns (singular, plural) ending with missing sounds e.g. keats' poetry, boys' college etc.
- write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information.
  a. introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings), illustration to convey meaning effectively
  b. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  c. link ideas within categories of information using words and phrases (e.g., another, for example, because).
  d. use precise language and domain- specific vocabulary to inform about or explain the topic.
  e. provide a concluding statement or section related to the information or explanation presented.

Pre-reading

Look at the following picture below and guess what this is. It is a picture of our water resources. What can you do to save them?

Quick Questions:

- What problems would our people face if they wasted water?
- How would you guide people to save water and other resources?

For Teachers:

Tell students about overpopulation and how to save resources.

Reading

It was a hot summer night, Danish was lying down with his grandfather on the roof of their home. The sky was dusty and cloudy. Humidity had increased and everyone was feeling hot. "Tell me something about your childhood", Danish asked his grandfather. His grandfather said when they shifted to this city it had not been so densely populated. The sky had been blue and they could actually stargaze from their home at night, and the river flowing by their home had not been toxic or grey.

They had lived in a different but peaceful time. They loved to swim in the river but it was now polluted by human waste. They had not even needed air conditioners during summers because there were many trees and green plots that kept the temperature low.

He also said that there had been only a few houses in their area but now it was extremely overpopulated. All grassy plots had now been constructed upon and were clustered with houses. The border of their city had been extended due to human inhabitation. The explosion of population had created a lot of problems.

"How can population be a problem?" Danish asked in confusion.

His grandfather smiled and said that population was not creating problems but overpopulation had become a dilemma. Overpopulation means a situation in which the world has so large a population that people suffer as a result.

He further said that according to an estimate, we add 227,000 more people to the planet every day. The growth of population demands more water, land, trees, fossil fuels and other resources.

Unsustainable population growth becomes the reason behind food and water shortages, climate change, and intergenerational poverty.

We have observed that cities are now heavily populated because people from villages migrated to cities to get more opportunities and meet their basic needs. The cities are not developed enough to cater to the needs of more people. Due to this we as humans are suffering more.

It is a common observation that overpopulation prevails more in underdeveloped nations as compared to developed nations. It is because of lack of proper education and preventive measures of reproduction. Families have more kids to feed but are unable to meet their expenses.

"What other consequences do we face due to overpopulation?", Danish was now even more curious.

The major effect of overpopulation is the consumption and unrestrained distribution of natural resources. We have a limited capacity to generate raw materials and that is why we are facing a natural resources deficit.

Overpopulation is leading to environmental degradation.

The excessive usage of coal, oil and fossil fuels is creating a negative impact on our planet. Factory smoke and waste is polluting our environment and becoming the cause of multiple diseases.

> **While- reading**
>
> What impact does overpopulation have on us?

Today, most people are waiting for job vacancies which has led to high rates of joblessness and unemployment. Poverty rate has increased and people are deprived of basic necessities like water and food.

"Is there any solution to this issue?" asked Danish. His grandfather replied that: "we need to empower our society by educating it. Our government should take preventive measures to stop overpopulation. Gender equality should be promoted and family members should talk about their new generation by proper family planning. Women empowerment is the basic need to avoid a catastrophe.

Everyone must take responsibility towards the betterment of society and human future. Our one single but productive step could make a big change in the world".

Reading Comprehension

Read the meanings of the words below.

Words	Meanings	Words	Meanings
toxic	poisonous	unrestrained	uncontrolled
clustered	grouped	intergenerational	involving several generations
dilemma	problem		

Answer the following questions:

- How has the world changed from the past?
- What consequences are we facing due to overpopulation?

> **For Teachers:**
>
> Help students comprehend the text and enjoy with the help of illustrations.

- How are we polluting our environment?
- What is the best way to reduce poverty?
- What role can we play to avoid overpopulation?

Listening and Speaking

Read and practise the dialogue below.

Mother: How was your day at school today?

Innaya: It was a busy day. My science teacher gave us a project which is to make a model for our science exhibition. I'm going to take part in it.

Mother: Oh! That's great. You will learn a lot from this activity. What are you making for this exhibition?

Innaya: I will make a model of the solar system. But I need your help in making it. I have made a list of things which I need for this project. Can you please go with me to the stationary shop?

Mother: Of course, I will help you, dear.

Mother: I will tell you the procedure step by step and you will follow it Innaya.

Innaya : Okay, I will.

Innaya: Oh! Wow! It's ready now. We have made it (clapping happily).

Divide the students into groups and ask them to debate on three R's (i.e., Reduce, Reuse, Recycle).

Vocabulary

Synonyms and Antonyms

Synonyms

Synonyms are words that have the same, or almost the same, meaning as another word.

EXAMPLE

Word	Synonyms
amazing	surprising, stunning, astounding

For Teachers:

Help students recall the concept of synonyms and antonyms with the help of examples.

Antonyms

Antonyms are words that have the opposite meanings.

EXAMPLE

Word	Antonyms
sad	happy, joyful, glad

Locate synonyms and antonyms by using a thesaurus or a dictionary

Look at the following picture of a thesauru/ dictionary and observe synonyms and antonyms of these words.

accomplice, abettor, accessory, ally, assistant, associate, confederate. ANT.-adversary, enemy, opponent, rival.

accomplish, achieve, attain, complete, consummate, do, effect, execute, finish, fulfill, manage,

perform. ANT.-block, defeat,

fail, frustrate, spoil.

accord, agree, allow, assent, concede,

grant, permit; agreement, acquiesment, harmony,

reconciliation, unison. ANT. contend,

disallow, dispute, question; dissension, opposition, strife. accost, address, approach, greet,

solicit, speak to. ANT.-avoid,

evade, pass by. account, chronicle, description,

detail, history, narrative, recital, computation, reckoning, record, statement.

accrue, accumulate, amass, collect,

gather, grow, increase, store.

ANT. - diminish, disperse, dissipate.

accumulate, accrue, amass, assemble, collect, gather, hoard, increase, pile, store. ANT.

diminish, disperse, dissipate,

spend, waste. accuse, blame, censure, charge,

denounce, incriminate, indict. ANT.-absolve, acquit,

exonerate, vindicate achieve, accomplish, do, effect,

execute, fulfill, gain, realize, win.

ANT. —abandon, fail, lose, miss. achievement, deed, exploit, feat,

performance; accomplishment, attainment, execution, realization, ANT.-neglect, omission:

defeat, failure, misfortune. acquaintance, cognizance, companionship, experience, familiarity, friendship, intimacy, knowledge. ANT.-ignorance,

inexperience, unfamiliarity. acquire, attain, collect, earn, get,

obtain, procure, reach, secure, win. ANT.—fail, forego, lose,

miss, surrender. act, accomplishment, action, deed,

do, doing, enact, execute. feat, operation, perform, transaction; decree, edict, law, statute. ANT.— abstain, cease, discontinue, stop. action, achievement, activity, battle, deed, exploit, motion, movement, performance. ANT. - idleness, inactivity, inertia, re

pose. active, operative, working; busy,

industrious; agile, alert, brisk, energetic, lively, mobile, nimble, quick, sprightly. ANT. dormant, inactive; idle, indolent,

passive. activity, action, agility, alertness,

briskness, energy, enterprise, exercise, intensity, liveliness, motion, progress, quickness, rapidity. ANT. dullness, idle

ness, inactivity, inertia. actuality, certainty, fact, reality,

truth; act, circumstance, deed, event, factual, incident, occurrence, sure. ANT.-delusion, fiction, supposition, theory, un

real. adapt, accommodate, adjust, conform, modify, fit. ANT. derange, misapply, misfit.

Write down synonyms and antonyms of these words by using a thesaurus or a dictionary

Words	Synonyms	Antonyms
interesting		
quiet		
accomplished		
gain		

Read and learn the following abbreviations used in a dictionary:

Memo	=	Memorandum
AM	=	Ante Meridian (any time before midday)
PM	=	Post Meridian (any time after midday)
AD	=	Anno Domini
BC	=	Before Christ
BCE	=	Before Common
Email	=	Era Electronic mail
Etc	=	Et cetera
Vet	=	Veterinarian
Though	=	Although
"cause / cos/ coz"	=	Because
Cellphone	=	Cellular phone
Psycho	=	Psychopath
Math	=	Mathematics
PE	=	Physical Education
Cc	=	Carbon copy
Bcc	=	Blind carbon copy
Re:	=	Regarding
Till	=	until
No.	=	Number
E.g.	=	Exempli gratia (for example)
i.e.	=	id est (that is)
RSVP	=	Repondez S'il Vous Plait (please respond)
PTO	=	Please turn over
CV	=	Curriculum Vitae

Grammar

Prepositions of Position, Time, Movement and Direction

Prepositions of Position

Preposition of position tells us the position of something or someone.

EXAMPLE

- My paper is beneath the piles of copies.
- My house is near the park.
- The cat is under the table.

Prepositions of Time

A preposition of time is a preposition that allows you to discuss a specific time period such as a date on the calendar, one of the days of the week, or the actual time something takes place.

For Teachers:
Make students know the difference between the prepositions of position, time, movement and direction.

EXAMPLE

- Twenty years have passed since we met.
- I am just going to office for two hours.
- Many years ago, people used to live in caves.

Prepositions of Movement and Direction:

Prepositions of direction and movement are used to talk about the location of things and their movements from one place to another.

EXAMPLE

- The fox jumped over the lazy dog.
- We are going across the river by boat.
- Don't put the ketchup into bottles.

Use the following prepositions in your sentences:

through | on | below | In | at

Conjunctions and Transitional Devices

Conjunctions and transitional devices can be used for different devices i.e., for purpose, for place and for choice.

Let's discuss them one by one.

Conjunctions and transitional devices used for purpose

EXAMPLE

Words	Sentences
so that	I'll go by car **so that** I can take more luggage
in order to	I will do my best **in order to** teach you English vocabulary
so as to	She will go to the cinema **so as to** watch the new movie.

For Teachers:
Make students know the difference between the prepositions of position, time, movement and direction.

Conjunction and transitional devices used for place

Place devices are used at different positions within a sentence. It develops ordering words to make a sentence with two simple clauses. e.g., where, whenever.

EXAMPLE

Words	Sentences
wherever	They can go **wherever** they want.
where	**Where** are you planning to go?

Conjunctions and transitional devices used for choice

It is used to give a choice between two of the same part of speech as well as two phrases or clauses. e.g., either...or, neither...nor.

EXAMPLE

Words	Sentences
either...or	He can have **either** tea or coffee.
neither...nor	**Neither** Mark **nor** his wife is tall.

Complete these sentences.

- I will go to France________ I can learn French.
- He got up early___________ catch the plane.
- I will ______write to you _____ phone you next week.
- ______the employees _____ the boss was at work.
- You can call my mom __________you want.

Adverb Phrases

Use the following adverbial phrases in your sentences:

- as soon as possible
- in an easy way
- like an expert
- by hook or by crook
- down the road

Punctuation

Apostrophes

Apostrophes are used to indicate that something belongs to something or someone else.

Apostrophe with a singular noun

To indicate possession with a singular noun, **add 's at the end of the word.**

Apostrophes with plural nouns

To indicate possession with a plural noun, **add an apostrophe after the final letter if it is an s or by adding 's if the final letter is not an s.**

Apostrophe for forming possessive Nouns

Singular nouns	Plural nouns

If it's a single noun, add 's

The bee's hive

(the hive belongs to one bee)

The girl's gift

(There is only one girl)

If plural noun ending in "s", then add only '

The bee's hive

(the hive belongs to more than one bee)

The girls' gift

(There is more than one girl)

If the noun doesn't end in "s", then add 's

Women's bag

Men's shoes

Punctuate the following sentences:

- my brothers teachers are so nice and polite.
- my sisters room is so beautiful
- these are girls dresses
- ahmads car engine is so fit

Writing Skills

Write an essay on "Environmental Pollution" using the following mind map.

Air pollution

causes
- acid rain
- global warming
- depletion of ozone layer
- smog

Solutions
- No to plastic
- Use less transportation
- Avoid the usage of refrigerators and ACs
- Reduce forest fires and smoking

effects
- lung problems
- irritation of eyes, nose and throat
- increased respiratory problems
- reduced energy levels

Look at the given pictures below and explain them in at least 3 paragraphs.

For Teachers: Show students to write short paragraphs with the help of illustrations.

Review 2

Read the words below and write their meanings.

Words	Meanings
gloomy	
devastated	
unrestrained	

Words	Meanings
slanted	
bribery	
toxic	

Answer the following questions:

- Have you ever met any disabled or differently abled person in your life? How did you treat him/her?
- Have you learnt any first aid skill? Did you ever help anyone by using it?
- What should we do to avoid corruption?
- What role can we play to avoid overpopulation?

Make sentences of the following modal verbs:

would must could might can't

Describe your favourite vacation? Share your experience in your own words (your description should cover all old five senses).

Unit 9

Education is my Right

Students Learning Outcomes

After completing this unit, students will be able to:

- deduce, meaning from context in both short and extended talk on a range of general and curricular topics.
- participate in solo, paired and group assignments, including role play.
- show insight into texts and issues through choice of speech, gesture, movement, within role-play.
- read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: personal recounts and narratives.
- identify the use of language structure, vocabulary and presentation to predict and understand the meaning.
- identify the use of some figures of speech like simile, metaphor, personification and hyperbole.
- understand and utilize figurative language: similes, metaphors, personification given in the text and make sentences.
- identify the difference between coordination and subordination conjunctions and their use in sentences i.e. compound and complex.
- use apostrophe with nouns (singular, plural) ending with missing sounds e.g. keats' poetry, boys' college etc.
- write informal letters to people in extended social and academic environments for various purposes. e.g., thank you letter
- follow conventions of informal letters concerning layout, salutations etc. use of appropriate vocabulary, style and tone in informal letters. write the address on the envelope clearly and in a proper format.

Pre-reading

Quick Questions:

- Discuss with your classmates that men and women both are important and equal parts of a society.
- Do you know of any strong woman who made history?

Reading

Mr. Akbar was shocked to see the condition of the school building. Bricks, stone slabs, rotten bits of wood, broken glass, rusting metal, and heaps of smashed tiles were scattered around the ground.

The ground stood barren as nobody had thought to develop it. It was more like a horror house then a school building.

It was the only school building in this town but people were not interested in sending their kids for education. The school building was inhabited with everything but humans.

The villagers were living a very hard and tough life. Children, especially girls, were deprived of basic rights.

Mr. Akbar was a newly appointed teacher in this town. He cleaned the school ground and set the

For Teachers:

Show this picture to students and ask them to explain the pictures in their own words. Tell students about the importance of education.

assembly area for students to come but very few students attended.

Mr. Akbar didi not lose hope and went to encourage to village homes people to send their kids school. Many of them refused by saying that they had no time for education as they struggled to earn their bread and butter from dawn to dusk.

Next day, Mr Akbar saw a little girl Ameena, sitting under the light pole and reading an old book. He was surprised. She was in fact a ray of hope. He went closer to see her. On asking, she told him that she faced many challenges to have access to education. One of the hardest challenges she encountered was poverty. Her father was a scrap picker and unable to bear her school expenses. Everyday when her father returned home, Ameena used to find old books from scrap to read. Her mother also supported her in studies and encouraged her to read.

While-reading

Where was Ameena sitting and reading?

Unfortunately there was no school for girls' and she faced difficulties.

Mr Akbar appreciated her spirit of learning. He went to see her parents and promised to facilitate her. Ameena's parents also assured Mr Akbar help in arranging a meeting with other villagers.

Soon a meeting. was arranged. Ameena and her parents encouraged the villagers to send their kids to school. Mr Akbar promised them to teach their kids without any fee and the kids would also get books and stationery from school. Despite his promise, the number of students hardly increased.

The villagers did not send their daughters. Ameena was the only girl in school. Sitting with so many boys was awkward for her but her parents were willing to do it for the sake of her education.

One fine morning Ameena heard her parents talking about their landlord who has been bitten by a snake and admitted to hospital. Ameena went to see him with her parents.

The condition of the hospital was no better than the school. Medical staff was not available and the hospital was not even equipped with proper facilities.

A ward boy was attending the landlord carelessly who was crying in pain. Ameena rushed to him and removed his shoes. Then she took a handkerchief and tied the leg of landlord near the wound. She also told the ward boy to bring soap and water to wash the wound. Lastly she covered the bite with a clean dry dressing. Meanwhile the doctor arrived and attended the patient. He examined the landlord carefully and told him that a little delay would have been dangerous for him. He asked Ameena how had she had known what to do. She told him that she wanted to be a doctor and that she used to read books about medical and first aid methods. She had recently read the treatment for snakebite and followed the instructions for the landlord.

Everyone was happy because her intelligence saved the life of the landlord and it happened because of her interest in reading. Mr Akbar appreciated her efforts and the landlord promised

to help fund the school in the village specially for girls.

Equal opportunities can bring success to the country and development can only be achieved when everyone is treated equally.

Reading Comprehension

Read the meanings of the following words and use them in your sentences:

Words	Meanings
smash	break (something) into pieces
barren	(of land) too poor to produce much/ unproductive
encounter	unexpectedly be faced with or experience (something hostile or difficult)
awkward	causing difficulty; hard to do or deal with
inequality	difference in size, degree, circumstances, etc.; lack of equality
opportunity	a time or set of circumstances that makes it possible to do something

Answer the following questions:

- What was Mr. Akbar's profession?
- Describe the school building in your own words.
- What did Ameena tell Mr Akbar about herself?
- How did Ameena's parents support her in her education?
- How did Ameena help the landlord?
- What are the major issues in education Pakistan faces?
- Does everyone in Pakistan have equal rights to education?
- Share a short note about the remarkable achievement of any one Pakistani woman.

For Teachers:
Help student comprehend the text while scanning it.

Listening and Speaking

Read and practise the dialogue below.

Nazia

Maria: Can you help me Nazia, please?

Nazia: Yes! Sure! What is the matter Maria?

Maria: Do you remember my friend Asma, who shifted to Islamabad last year

Nazia: Yes! I know her. What happened to her?

Maria: Day after tomorrow is her birthday. I wanted to write a letter to Asma to wish her a happy birthday. But as you know I have never written a letter before. I don't know how to start. Can you please hel pme?

Nazia: Wow! Nice idea to wish her. Yes, I will help you. It is very easy Maria. I will share a letter format and its instructions. I hope after reading the format you can write any kind of letter.

Maria: I just need to fill this format according to the given instructions.

Nazia: Yes! Now start writing your letter. Do let me know if you need further help.

Maria: Ok! Thank you so much! Nazia.

Nazia: You are welcome!

Make a round arrangement of students' tables and ask them to think and discuss on the following topic "Role of women in sports". then ask them to write the letter to the principal of their school asking him! her to introduce sports for female students.

Vocabulary

Figurative Language

Figurative language is language that's intended to create an image, association, or other effects in the mind of the listener or reader that goes beyond the literal meaning or expected use of the words involved.

Types of Figurative Language

simile | metaphor | personification | hyperbole | onomatopoeia

Types	Definition and Example
Simile	Comparing two things using 'like' or 'as' **Example:** As brave as a lion. Her smile is bright like the sun.

For Teachers: Help students to understand figurative language and its types.

Metaphor	The direct comparison of two unlikely things. **Example:** Raining cats and dogs. He has a heart of gold.
Personification	Giving human qualities to non-human objects. **Example:** The streets are calling me. The leaves danced on the wind.
Hyperbole	An exaggerated phrase. **Example:** I could eat a whole cow. I am starving to death.
Onomatopoeia	Words are used to imitate sounds. **Example:** Bees buzzed through the air. The door shut with a loud clang/bang.

Choose the correct type of figurative language for each example.

- **She is as cold as ice.**
  a simile b. personification
- **Sshh! Be quiet.**
  a. hyperbole b. onomatopoeia
- **My mother loves me a lot. She says, "You are my sunshine"**
  a. metaphor b. simile
- **Ahmad is as busy as a bee in the mornings.**
  a. hyperbole b. simile
- **I am so strong I can lift over two tons!**
  a. personification b. hyperbole
- **The flowers are dancing in the cool breeze.**
  a. metaphor b. personification

Grammar

Compound Coordination and Complex Sub-coordination Conjunctions

Types of Conjunctions

Coordination Conjunctions	Sub-coordination conjunctions
Coordinations conjunctions join two phrases, clauses, or words. These are used when we emphasize both clauses equally.	A word that is used to join an independent clause to dependent clause is called a sub-coordination conjunction
Examples : And, but, or, nor, for, so and etc.	Example : After, while, whether, because and etc.

For Teachers: Encourage students to learn types of conjunctions.

Compound Sentence

A compound sentence is a sentence that connects two **independent clauses.**

The clauses are joined together by a **coordinating conjunction** 'like', 'and', 'or', 'but', 'for', 'nor', and etc.

Independent clause + comma + coordinating conjunction + independent clause

EXAMPLE

- He likes oranges, **and** bananas.
- The puppy had lost her bone, **so** she was feeling sad.
- I don't like fruits , **but** I like chocolates.
- I am exhausted, **so** I'm going to bed early.

Complex Sentences

A complex sentence has an **independent clause** joined by one or more **dependent clauses**.

A complex sentence always has a **subordinating conjunction** such as 'although', 'after', 'while', 'whenever', 'unless' and etc.

Independent clause + subordinating conjunction + dependent clause

or

Subordinating conjunction + dependent clause + , + Independent clause

Remember

A dependent clause <u>cannot</u> 'stand' by itself. It depends on an independent clause to help it complete a sentence. But an **independent clause** is a sentence that <u>can</u> 'stand' by itself.

EXAMPLE

- She did not receive an A grade **even though** she studied for her exams until 2 a.m.
- **Even though** she studied for her exams until 2 a.m., she did not receive an A grade.
- He went to see a doctor **because** he was sick.
- **Because** he was sick, he went to see the doctor.

Separate compound-coordinating sentences and complex subordinating sentences from the following questions.

- She studied hard for the test, but she didn't get a good grade.
- I am feeling very sick today, so I will not go to school.

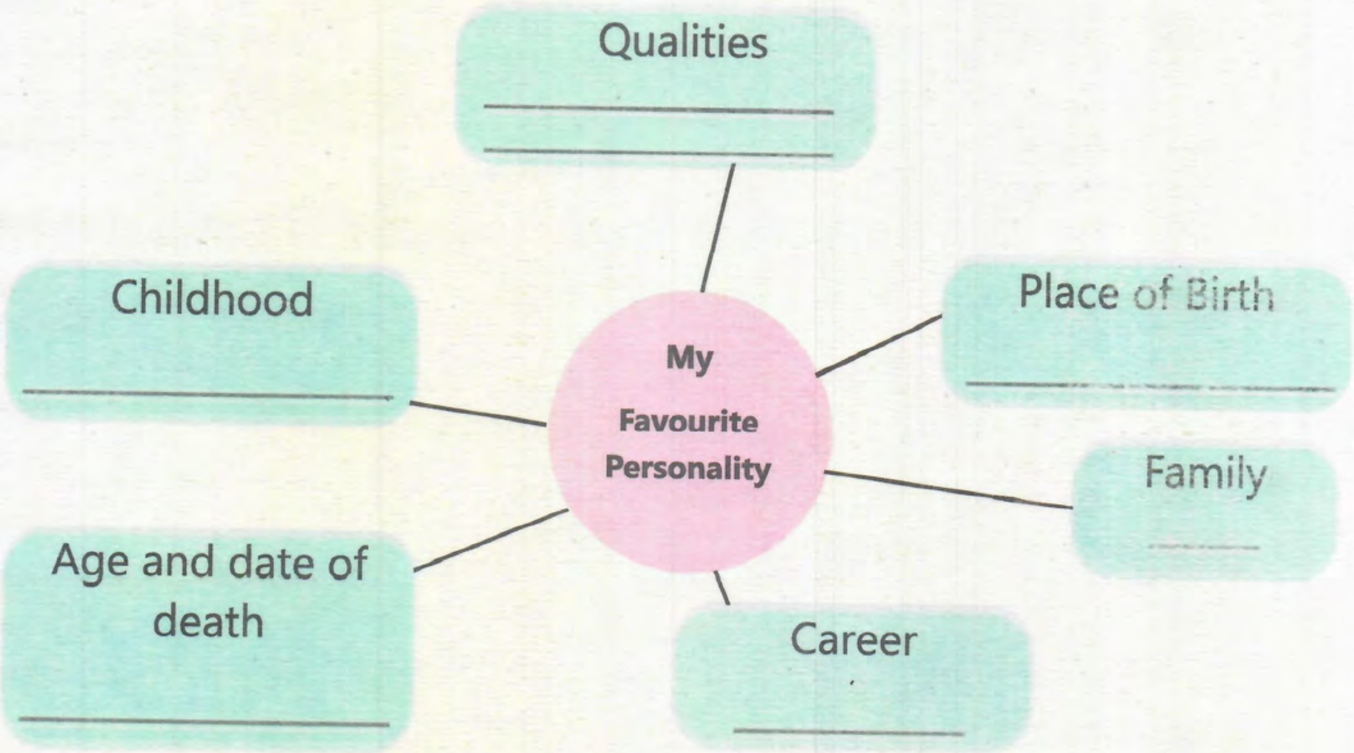
- I might buy that book, or I could check it out of the library.
- Before he contacted me, I was going to call him.
- Call me once you start working.
- When I decided to live here, I started looking for a place to stay.

Punctuate the following sentences by adding apostrophe.

- samans teacher asks a lot of questions
- my parents house is very beautiful
- the childrens toys were broken
- this is the boys bedroom
- the cars wind screen is foggy

Writing Skills

Fill the mind map below about your favourite personality. Then use this mind map writing a biography.



Write a biography of your favourite personality using the elements of biography in your notebook. Remember to follow the given checklist.

- Add physical description of the place he/she lived in.
- Add information about his/her traits and family (habits, etc.).
- Use chronological/sequential order of arranging details.
- Use specific words, vivid verbs, modifiers, etc.
- Add adequate supporting details.
- Use appropriate pronoun – antecedent agreement.
- Use appropriate transitional devices.

Unit 10

Importance of Science & Technology

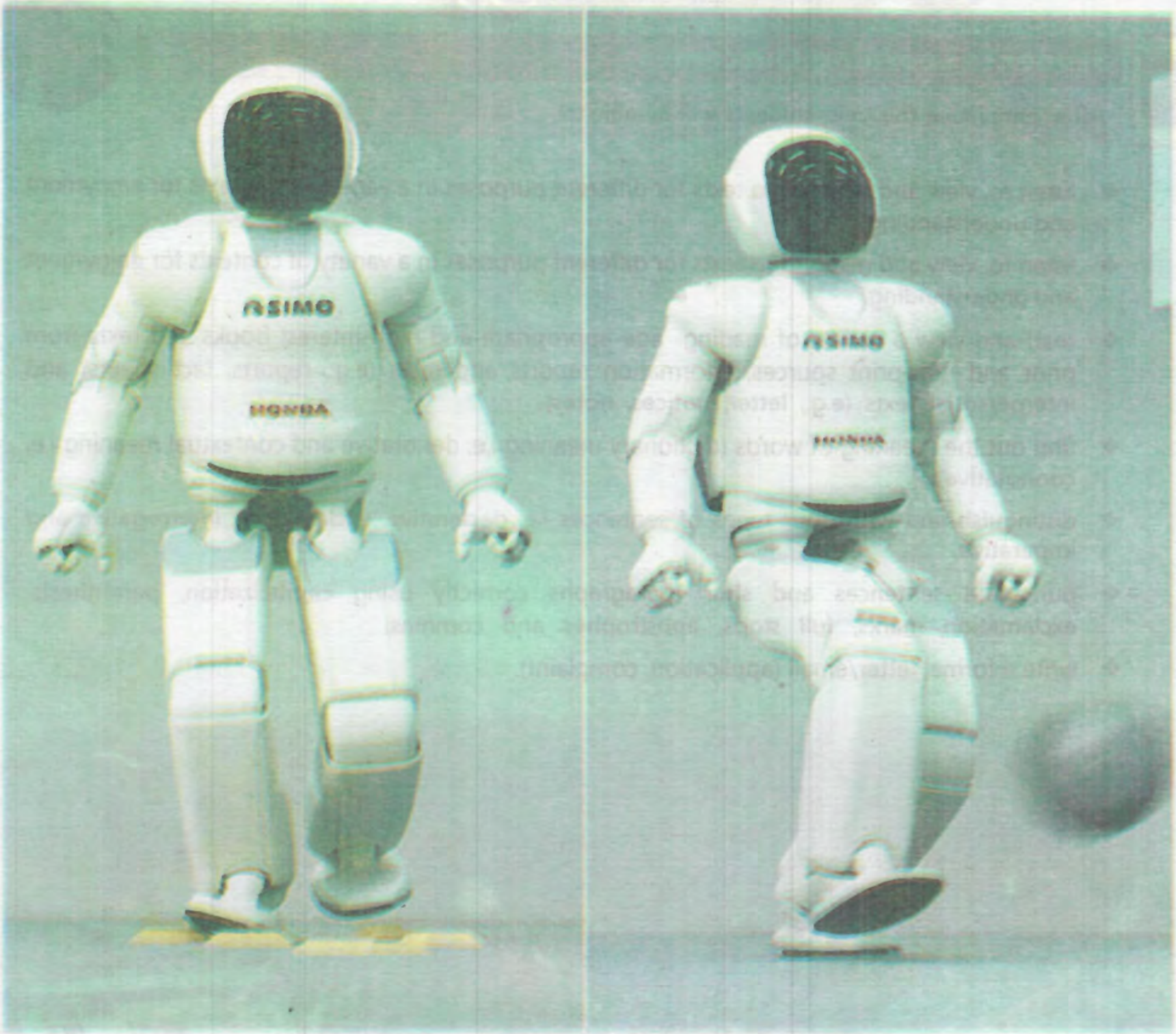
Students Learning Outcomes

After completing this unit, students will be able to:

- listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: information reports and texts (e.g., reports, fact sheets) and interpersonal texts (e.g., letter, notices, notes).
- find out the meaning of words (dictionary meaning i.e. denotative and contextual meaning i.e. connotative).
- distinguish and write four types of sentences i.e. declarative, exclamatory, interrogative and imperative.
- punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.
- write a formal letter/email (application, complaint).

Pre-reading

Look at the picture and discuss it with your classmates.



Quick Questions:

- Why are machines and robots so important in our lives?
- Share your point of view on the topic is '21st century is the century of science and technology'?

For Teachers:

Ask the students to explain what they see in the above picture. Then, discuss this picture with your class fellows.

Reading

Science and technology have facilitated us in many ways and made our life comfortable. Science and technology have become an extremely essential part in our life. Our day starts with the ticking of the alarm and ends with switching off the lights. The whole day we use different tools and machines, which help us in many ways.

Scientists have brought a great change in the world with their modern and advanced inventions. Today our work is done by different machines which can wash and press our clothes, prepare our meals, and do the dishes etc. We enjoy a luxurious life style because of science and technology.

Transportation has become easier and faster. Now we can quickly reach our destination within a few minutes, or a few hours.

Technology helps us to communicate with other people around the world. Various objects and devices like computers, mobile phones, laptops and electronic media have made this world a global village. We can work from home and earn benefits. Home businesses flourish and a lot of people are now working independently to earn their bread and butter. We can stay connected with our friends and family, globally.

Technology has also facilitated us in the field of education. Students are getting an education sitting at home. Students are facilitated with smart classes, multimedia devices, e-libraries, e-books, etc. Lessons are taught on mobile phone or computers and teachers are recording their lessons for students' ease. During the pandemic of Covid-19, technology became a life saviour for many people. The whole world was transformed to the smart world and everyone continued working from their homes and it was only possible due to modern technology.

While- reading

Do you use social media?

Various contributions of science and technology have not only helped us in different ways but also saved time. Science gave us the knowledge about healthy and oil free food and technology gifted us with microwaves and steam-cookers to provide us calories free meal.

Multiple medical devices like X-rays, scan machines, operation devices, pacemakers, and exercise equipment help doctors and patients to deal with diseases. The death ratio due to diseases has naturally decreased.

Now a days online medical facilities have also changed the world. Online health tips, medical

assistance, and numerous health apps are the blessings of science and technology.

Our planet has become overpopulated and scientists are discovering new planets for humans' survival. They have marked their presence on Mars and are trying to reach other planets too. Science has also made us travel to space and the world has touched the surface of the moon. We are hopeful that soon there would be a new world with human existence. Undoubtedly science and technology are blessings for us.

Reading Comprehension

Read the meanings of the words below.

Words	Meanings	Words	Meanings
essential	important	transformed	changed
luxurious	comfortable	innovation	invention
ease	comfort		

Answer the following questions:

- What is your favourite innovation of science and why?
- How has technology brought a change in education?
- List down a few major inventions and discoveries in the last 10 years.
- How does scientific knowledge save the life of patients?
- What other changes are you expecting to observe in the next ten years due to science and technology?

For Teachers:

Model the text by reading aloud with correct pronunciation and intonation.

Listening and Speaking

Read and practise the given dialogues.

Arham:	Assalamu Alaikum, Sultan how are you?
Sultan :	Wa Alaikum Assalam, I am good Alhumdulillah. What about you?
Arham:	I am fine.
Sultan :	What are you thinking you would do in the about your future? Which profession would you like to choose?
Arham:	I shortlisted a few professions; software engineer, journalist, software developer etc.
Sultan :	I think your favourite domain is IT.
Arham:	Yes, I want to become a software engineer. I love to explore new things and software industry has always attracted me.
Sultan :	Hmm! That's great. Best of luck for your plans.
Arham:	Thank you! What about your favourite profession?
Sultan :	I want to be a teacher. I love reading and sharing my knowledge. So, I am thinking about teaching.
Arham:	That's great! Best of luck to you too.
Sultan :	Thank you! Take care dear.

Group Work

Think and discuss on the following topic "Advantages of technology in human life".

Vocabulary

Dictionary

A book or electronic resource that lists the words of a language in alphabetical order and gives their meaning, or gives the equivalent words in a different language, often also providing information about pronunciation, origin, and usage.

In every dictionary, every word has almost two types of meaning i.e.,

- **Denotative Meaning**
- **Connotative Meaning**

Denotative Meanings	Connotative Meanings
A word's denotation is it's literal meaning-that is, the definition you find in a dictionary	A word's connotation is the feelings or ideas associated with a word.

For Teachers:

Make students learn the two categories of meanings.

Here are the Examples of Denotation and Connotation

Word	Denotation	Connotation
blue (A color)	He wore the **blue** shirt. (Here, it is used as the literal meaning of a word.)	Bobby was **blue** after his dog died. (Here, the word 'blue' is used as a feeling of sadness.)
cool (Low temperature)	Keep the milk at a **cool** temperature. (Here, it is used as the literal meaning of a word.)	She looked really **cool** with her pink spiky hair. (Here, the word 'cool' is used as stylish.)

Grammar

Sentence and Its Types

A sentence is a set of words which are put together to mean something.

EXAMPLE

- He is eating apples.
- Robert was a good king.

Types of Sentences

There are four types of sentences.

EXAMPLE

- Declarative Sentence
- Exclamatory Sentence
- Interrogative Sentence
- Imperative Sentence

Declarative Sentence

Declarative sentence is a sentence that expresses a statement. In general it declares something, from very important information to minor detail.

EXAMPLE

- I am a grade-six student .
- He is eight years old.
- The sky is blue.

Exclamatory Sentence

An exclamatory sentence, is a statement that expresses strong emotion, and it ends with an exclamation mark "!".

EXAMPLE

- I am free! (expresses joy)
- Hurray! we won the match. (expresses surprise)
- You are late again! (expresses anger)

Interrogative Sentence

An interrogative sentence is a sentence that asks a question. Interrogative sentences often start with interrogative pronouns (i.e., when, where, which, how etc.) and ends with a question mark (?).

EXAMPLE

- What kind of music do you like?
- How is your brother?
- Which do you prefer, white or red?
- Whom did you call to the party tomorrow?

Imperative Sentence

An imperative sentence is a sentence that expresses a direct command, request, invitations, warning, or instruction.

EXAMPLE

- Please print me a copy of this workbook. (to make a request)
- Be careful, the floor is slippery. (to give warning)
- Turn left, then right to catch the bus. (to give instruction)
- Stop talking! Students. (to give command)
- Please join me for dinner tonight. (to invite)

Read the statements carefully and put 'D' if the statement is declarative or put 'I' if the statement is interrogative.

Sentences	D or I
The boy put his books and pencils on the table.	
Is there an extra pillow I can use?	
My mom made me a fish burger for lunch.	
Are we still taking the dog outside?	
Sana brushes her teeth twice a day.	

Name the type of sentences.

- Don't go out. ____________
- How are you feeling today? ____________
- When are the best days to go to the mall? ____________
- Alas! we lost the game. ____________
- Can you please do this work? ____________
- Kashmir is a very beautiful place ____________
- Wow! the Taj Mahal is so beautiful. ____________
- Oh! I messed up. ____________
- Please help me to do this work. ____________
- Go and bring some water for me. ____________

Punctuation

Rewrite the paragraph and use correct capitalization and punctuation marks.

Do you know about eagles lets read about eagles most eagle species are found across europe and africa Just eleven species can be found elsewhere bald eagle african fish eagle golden eagle black eagle white bellied eagle falcon hawk and shikra are from the famous eagle family.

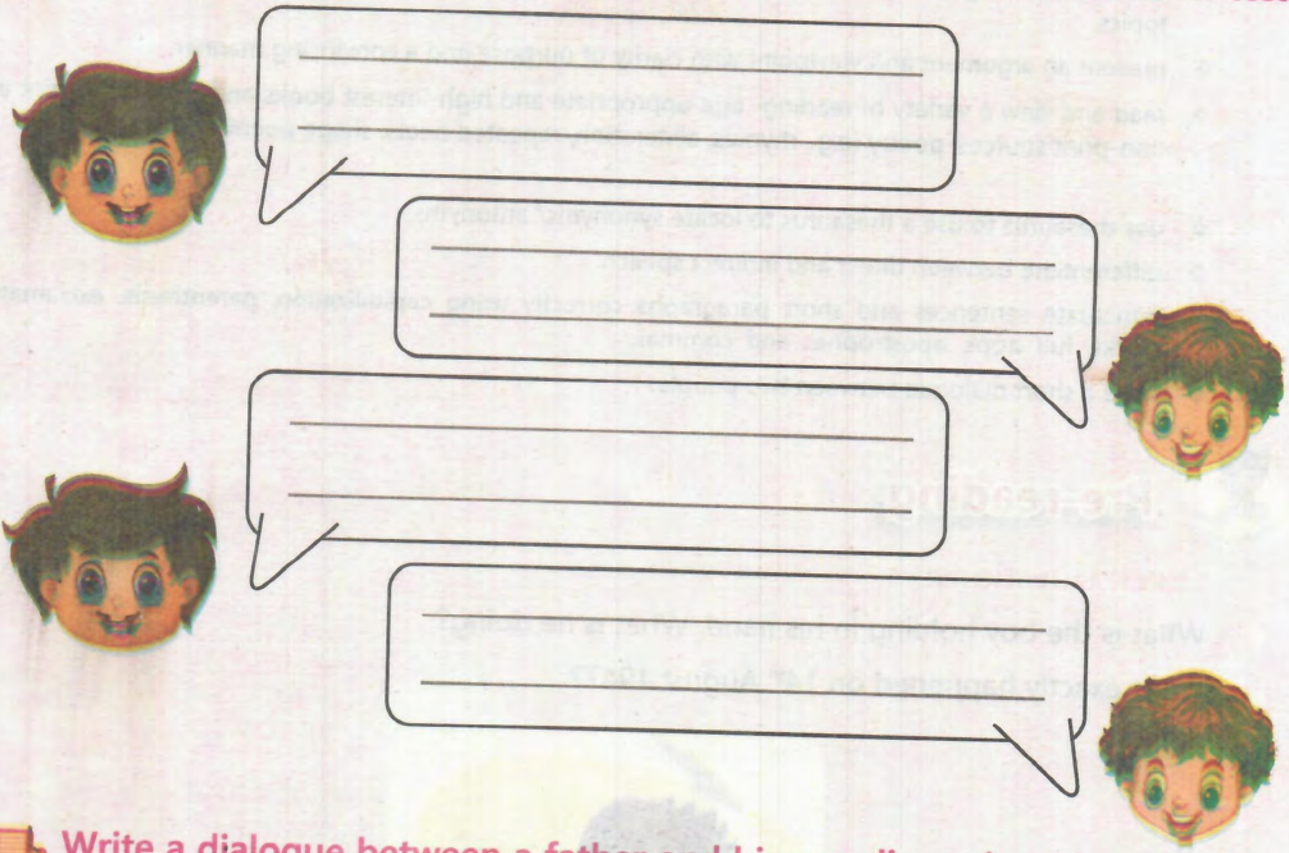
The philippine eagle is the national bird of the philippines It is one of the world's largest   and most powerful eagles In the1980s a few reports showed that the number of philippine eagles was on the rise The good news is that this rare bird species words were increasing in numbers due to philippine government efforts They are no longer classified as endangered. based on recent surveys the total philippine eagle population is estimated between 600 and 650

Writing Skills

Writing Speech Bubbles

Speech bubble is a round shape next to the head of a character in a cartoon. The character's words or thoughts are written in it.

Write a dialogue between two friends discussing their mathematics test.



Write a dialogue between a father and his son discussing 'the benefits of technology'.

Unit 11

A Poem by a Soldier

Students Learning Outcomes

After completing this unit, students will be able to:

- deduce, meaning from context in both short and extended talk on a range of general and curricular topics.
- present an argument and viewpoint with clarity of purpose and a convincing manner.
- read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem).
- use thesaurus to use a thesaurus to locate synonyms/ antonyms.
- differentiate between direct and indirect speech.
- punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.
- write a short dialogue between two people.

Pre-reading

Quick Questions:

- What is the boy holding in his hand. What is he doing?
- What exactly happened on 14th August 1947?

For Teachers:
Show this picture to the students and ask them to explain the picture in their own words.

Reading

Who knew that the day,
Of 14th of August,

Will tell the world in a way,
That both East and West,

Would come to know that there stands,
A country named Pakistan,

A lovely place, with sacred lands,
And a home for a Musalman,

A Quaid's effort, a poet's dream,
And a struggle of a human flood,

A new beginning beyond a stream,
Filled with the Muslim blood.

By Dr. Tafazzal

For Teachers:
Model the poem by reading with correct pronunciation, rhyme scheme and intonation.

Reading Comprehension

Find out the meanings of these words.

Words	Meanings
sacred	holy
beyond	outside
struggle	effort
human flood	uncountable humans
lovely	beautiful

Answer the following questions:

- Who is the founder of Pakistan?
- Who is known as the poet of the East?
- What is the importance of Independence Day in Pakistan?
- How did Pakistan get her freedom?
- What is the main theme of the poem?
- How do you want to serve your country?

Listening and Speaking

Read and practise the dialogue below.

Zubair: Hello Basit, How are you? What are you doing?

Basit: I am fine. I am completing my assignment of essay writing.

Zubair: But we completed this task a week ago. Have you still not submitted it?

Basit: No, I haven't submitted it because I could not complete it. Ms. Sara asked me to do that assignment again.

Zubair: Oh, That's not good Basit. You should complete your tasks on time.

Basit: You are right. I will try my best to do things on time.

Zubair: Okay, complete your work.

Basit: Thank you.

Make three groups of five students each and ask them to exchange their ideas and opinions on "How Can One Be a patriot?" or " The importance of time".

Vocabulary

Use of a Thesaurus

We can improve our vocabulary by using a **thesaurus**. A **thesaurus** is a dictionary of words with same meanings/synonyms or opposite meanings/antonyms. A dictionary provides the definition of words while a thesaurus does not provide just definitions.

Look at the given use of thesaurus.

words → technology noun[C or U]//t/k/n/l/d/i/ tech.nol.o.gy

1. [uncountable, countable] scientific knowledge used in practical ways in industry, for example in designing new machines
2. [uncountable] machinery or equipment designed using technology

plural technologies

Synonym → Synonyms: technics- engineering- technique

Find two synonyms of the following words from a thesaurus and write in your notebook.

permanent | tension | success | study | pride

Grammar

Direct and indirect Speech:

Direct speech

When we want to describe what someone said, one option is to use direct speech. We use direct speech when we simply repeat what someone says, putting the phrase between speech marks:

Direct speech: Alina came in and said, "I'm really hungry."

Indirect speech

When we want to report what someone said without speech marks and without necessarily using the same words, we can use indirect speech (also called reported speech). For example:

Direct speech: "We're quite cold in here."

Indirect speech: They say (that) they're cold.

Read the following examples of direct speech.

- They say, "We have good classmates."
- Anum said, "They are enjoying the picnic".
- Ali said, "I will teach you direct and indirect speech."

For Teachers:
Ask students to bring a thesaurus from the library to locate synonyms and antonyms of different words.

Rules: For Direct

In the above sentences of direct speech, notice the rules.

- In direct speech, the words which are actually spoken must be put between quotation marks (" ").
- The first word in the quotation marks begins with a capital letter.
- While writing direct speech, the speaker is mentioned before or after the words.

We can use direct speech for statements, exclamations, questions or orders.

Indirect Speech

Read the given examples of indirect speech.

- Thay said that they had good classmates.
- Anum said that they were enjoying the picnic.
- Alex said that he would teach me direct and indirect speech.

Rules: Changing Direct Speech into Indirect Speech

Read the given examples of changing Direct Speech into Indirect Speech.

- We remove the comma and the quotation marks in indirect speech.
- We use the word 'that' between the reporting verb and the reported speech.
- If the reporting verb is in the past tense, we change the tense in the reported speech.
- However, when we are reporting something that is true and will not change over time, we do not change the tense.

We also change pronouns in indirect speech, according to the subject or object of the reporting verb. We change 'I' and 'we' into 'he, she, they' in indirect speech. We use 'you' for 'he, she and the' and 'he, she, it, they' remain the same.

Read the given chart of tense change of direct speech while writing it in indirect speech.

Present	Present simple tense	Past simple tense
	Present continuous tense	Past continuous tense
	Present perfect tense	Past perfect tense
	Present perfect continuous tense	Past perfect continuous tense
Past	Past simple tense	Past simple tense
	Past continuous tense	Past Perfect continuous tense
	Past perfect tense	Remains unchanged
	Past perfect continuous tense	Remains unchanged

For Teachers:
Explain the concept of direct and indirect by giving examples on board.

Future	Future indefinite tense	'Will' changes into 'would'
	Future continuous tense	'Will be' changes into 'would be'
	Future perfect tense	'Will have' changes into 'would have'
	Future perfect continuous tense	'Will have been' changes into would have been

Punctuation

Write the paragraph below in your notebook with correct capitalization and punctuation.

how can population create problems for us danish asked in confusion his grandfather smiled and said that population is not creating problems but that overpopulation has become a dilemma overpopulation means a situation in which the world has so large a population that people suffer as a result according to an estimate we add 227,000 more people to the planet every day. the growth of population demands for more water land trees fossil fuels and other resources on earth

unsustainable population growth becomes the reason behind food and water shortage climate change and intergenerational poverty

Writing Skills

Essay Writing

An essay has at least three paragraphs: introductory, main body and conclusion. Introductory paragraph contains the main idea of an essay. The main body of an essay contains supporting details. The concluding paragraph contains a summary of the essay. It also has a concluding statement. Students should be able to write a full length essay/ story (350-400 words).

Read the essay below and understand the different parts of an essay.

Introductory paragraph

Rashid Minhas Shaheed, was a pilot in the Pakistan Air Force. He was the only PAF officer to receive the highest bravery award of Pakistan, Nishan-e-Haider. He was the youngest person and the shortest-serving officer to receive this award.

Main Body

He was born on February 17, 1951, in Karachi. He spent his early childhood in Lahore. Later, his family shifted to Rawalpindi. He received his early education from St Mary's Cambridge School, Rawalpindi. Later his family shifted to Karachi. He had a keen interest in aviation history and technology and liked to collect different models of aircrafts and jets. He studied military history and aviation history from Karachi University. At the age of 17, he joined the Pakistan Airforce Academy in Risalpur as a flying cadet. He graduated from the academy and passed out as a General Duty Pilot in 1971. He was posted to PAF Base Masroor as a fighter pilot. He successfully completed his training in August 1971. On August 20th, 1971, he was getting ready to take off in a T-33 jet trainer in Karachi. His instructor, Flight Lieutenant Matiur Rahman, signalled him to stop and then climbed into the instructor's seat when he was taxiing towards the runway. During the flight, Rahman knocked Rashid unconscious in order to hijack the plane and land on an Indian airbase to join his Indian fellowmen and provide them with Pakistani Air force secrets along with the plane.

Concluding paragraph

Mid-flight Rashid recovered and understood the bad intentions of his instructor. He fought with Matiur Rahman inside the cockpit and turned the joystick downward and let the plane crash. Rashid Minhas Shaheed managed to accomplish what was the need of the hour. He directed the plane downward to end both his and his traitor instructor's lives through an air crash. He did not let the plane reach inside Indian territory and the crash site of the T-33 was later found 40 km away from the Indian border. He was awarded with Nishan e Haider for his great valour and courage.

Write an essay on the topic 'My father is my hero'.

For Teachers: Help students learn the art of essay writing.

Unit 12

Good Citizen

Students Learning Outcomes

After completing this unit, students will be able to:

- develop conversation for clarity and effect to engage a listener.
- listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories)
- use dictionary and find meanings.
- use onomatopoeia (e.g., clang, buzz, twang) given in the text and paragraph writing.
- change of tense in indirect speech i.e. (present into past tense in simple sentences and interrogative sentences.
- punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.
- practice note-taking for different purposes in a legible and consistent handwriting.
- write the final draft after complete editing and proofreading.

Pre-reading

Obey Traffic Rules And Signs

To Prevent Road Accidents

Quick Questions:

- What is our common observation about people following the traffic rules? Discuss.
- How would you guide people to follow traffic rules?

For Teachers:

Ask students to discuss what they see in the given picture. Then, discuss this picture with their classmates.

Reading

Shiza and Tania were very responsible and obedient girls. They always followed what their parents and teachers taught them. That day they had a lesson about good citizenship. Their teacher told them that a good citizen had to imbibe including duty and responsibility.

She told them that we must stay loyal and responsible to our society and nation. A good citizen must take care of his neighbours and fellow citizens. He must keep his surroundings clean. He must be vigilant in different situations.

Shiza and Tania decided to share in their society's betterment and for this they decided to clean their neighbourhood and plant some trees.

In the evening, they went outside and started cleaning their street and garden. They planted new trees and removed the dead plants from pots and the ground. Many other children from the surrounding areas came to help them and a united group of children worked together to fulfill their responsibility. Within two hours, a new look of their area emerged and captivated everyone.

After completing their work, Shiza and Tania went inside their home to take a shower. Entering the door, Shiza noticed a stranger in the street. She went in but her sixth sense made her curious.

She silently stood in her balcony and started observing the stranger. He was roaming around in the street and then stood in front of her neighbour's house. Shiza noticed that the stranger took out his mobile phone and dialed a number. He talked to someone and then stood outside as if waiting for someone.

Suddenly a motorbike entered the street with two more strangers. The street was quiet and there was no one from the area other than the three strangers. One of them entered the house by climbing up the wall. He opened the gate for his friends and let them enter the house.

Shiza felt afraid of their activity but she bravely stood there to keep an eye on their next actions. While doing so and observing she also called the police helpline and told them what she had observed. She requested them to provide urgent help as her neighbours could be in danger.

Shiza telephoned her neighbours to quietly lock their inner door to avoid any danger. She told them that the police had been informed and was on its way .

Meanwhile all three of the thugs took out their guns and entered the inner door. The door was locked from inside and they started knocking. Nobody opened it which made them furious. They were hitting at the door to open it when they heard the sound of the police siren.

> **While- reading**
> Who informed their neighbours to lock their doors?

All of them became frightened and ran to the main gate where the police arrested them red handed. They were handcuffed and put into the police van. The police officer went inside the house. Everyone was secured. It only happened because of Shiza's wisdom.

The police officer later went to see Shiza. He really appreciated Shiza's bravery and sense of responsibility. Shiza said that it was all because of her parents and teachers' guidance. She said that being a good citizen it was was her responsibility to observe unusual and infrequent activities or people in her surroundings. If we all are responsible enough to detect such things, we can easily avoid crimes.

Her neighbours were extremely happy and grateful for Shiza's act of kindness. They all gifted her presents as a token of their appreciation and encouragement. Shiza's parents were really proud of their daughter.

Reading Comprehension

Read the meanings of these words.

Words	Meanings	Words	Meanings
imbibe	absorb	astuteness	intelligence
vigilant	alert	detect	identify
engrossed	attracted	appreciation	a fire valuation

Answer the following questions:

- What lesson did Shiza and Tania learn in school?
- Why were they cleaning their surroundings?
- What made Shiza curious about the man?
- How did Shiza save the lives and property of her neighbours?
- What would you have done if you were in place of Shiza?

Listening and Speaking

Read and practise the following dialogue.

Nabeela: (during the class) Excuse me teacher! May I say something?

> **For Teachers:**
> Help students read the text with intonation and correct pronunciation.

Teacher: Yes Nabeela? What do want to say?

Nabeela: Teacher may I submit this application to you?

Teacher: Yes, you can Nabeela but not now. We should first finish our class. It is not appropriate to interrapt me during a lesson. You may submit it after the lesson.

Nabeela: I am sorry. You are right teacher. I should wait for class to end.

Teacher: It's okay Nabeela. Now complete your work quickly.

Group Work

Think and discuss on the topic "Responsibilities of students in a classroom".

Vocabulary

Onomatopoeia

Onomatopoeia is a figure of speech in which words evoke the actual sound of the thing they refer to or describe. Like the "boom" of a firework exploding, the "tick tock" of a clock, the "ding dong" of a doorbell.

Example

- Ducks **quacked** loudly as the boat **splashed** across the lake.
- The chicken cubes are **sizzling** in the pan.
- Shiza heard a huge **roar** and she turned around and saw there was a lion in a cage behind her.

Write on 'A Rainy Day'. Make it interesting by using onomatopoeia. You may use the given sounds.

drip | pitter-patter | splash | dribble | plop

Grammar

Changing Direct Speech into Indirect Speech

Read the given examples of changing Direct Speech into Indirect Speech.

- We remove the comma and the quotation marks in indirect speech.
- We use the word 'that' between the reporting verb and the reported speech.
- If the reporting verb is in the past tense, we change the tense in the reported speech.

For Teachers:
Help students learn the narration or direct and indirect speech.

- However, when we are reporting something that is true and will not change over time, we do not change the tense.
- We also change pronouns in indirect speech, according to the subject or object of the reporting verb. We change 'I' and 'we' into 'he, she, they' in indirect speech. We use 'you' for 'he, she and the' and 'he, she, it, they' remain the same.

Change of tenses from direct speech to indirect speech

Present	Present simple tense	Past simple tense
	Present continuous tense	Past continuous tense
	Present perfect tense	Past perfect tense
	Present perfect continuous tense	Past perfect continuous tense
Past	Past simple tense	Past simple tense
	Past continuous tense	Past Perfect continuous tense
	Past perfect tense	Remains unchanged
	Past perfect continuous tense	Remains unchanged
Future	Future indefinite tense	'Will' changes into 'would'
	Future continuous tense	'Will be' changes into 'would be'
	Future perfect tense	'Will have' changes into 'would have'
	Future perfect continuous tense	'Will have been' changes into would have been

Rules for Simple Present tense

Direct Speech	Indirect Speech
We use base form of verb.	We use simple past form of verb.

Some examples of direct speech to indirect speech from present tense to simple tense is following.

Direct Speech	Indirect Speech
He said, "I live in the city center"	He said that he lived in the city center.
She said, "she always wears coat"	She said that she always wore coat.

He said, "his friend gives him a bar of chocolate.	He said that his friend gave him a bar of chocolate
Ayesha said, "I arrive before you"	Ayesha said that she arrived before you.
Ayat said, "She does not play football"	Ayat said that she did not played football
The policeman said to the boy, "where do you live?"	The policeman asked the boy where he lived.
"What time does the train arrive?" She asked.	She asked at what time the train arrived.

Change direct speech into indirect speech (From present tense to past tense)

Direct Speech	Indirect Speech
He said, "I do not drive this car"	
She said, "I work hard"	
Ahmad said, "Does he teach online?"	
Ayesha said, "I go to school"	

Punctuation

Correct the paragraph by adding appropriate punctuation and capitalization.

at the end of the class, ms maryam collected students notebooks and wished them best of luck for the upcoming math class test while teaching she asked usman to meet her when classes would be over usman nodded his head before school was over usman went to meet ms. maryam in the staffroom

after a few days usman s attitude changed remarkably. he started taking an interest in learning english language participating in group discussions and showed great improvement ms maryam had figured out that he was a shy student she gave him confidence by showing faith in him. her moral support helped usman to overcome his problem and he started participating in all school activities

Writing Skill

Write about an incident of your life in which you felt low and hopeless. Describe it in your own words.
Write about a time when someone or something filled you with happiness and hope.

Here are some guidelines to follow while writing a narrative paragraph.

Planning

Think about the following questions:

- What is the topic title of the narrative?
- Who are the characters?
- What is the setting? (When/where)
- Who is the speaker?
- What is the main idea/ event/ and problem of the ovarrator?

Drafting

- Write the title on top of the page.
- Organize the events in right order.
- Use simple past tense in narrative writing.
- Use appropriate vocabulary to show the characters' feelings.

Reviewing

- Keep in mind the following points when reviewing your draft.
- The writing must meet all narrative features (e.g., topic/ title, characters, setting, key details, main idea and ending)
- Proofread the final draft to check for any errors and make necessary corrections.

For Teachers:
Encourage students to plan out and write their narrative with the technique of planning, drafting and reviewing.

Review 3

Read the words and write their meanings.

Words	Meanings	Words	Meanings
luxurious		bow	
ease		war zone	
vigilant		imbibe	

Answer the given question.

- What is figurative language? Write as many as you know.
- What is your favourite innovation in science and why?
- Why should we not cry over the death of a soldier?
- Why should we clean our surroundings?

Change direct speech into indirect speech.

Direct speech	Indirect speech
He said to me, "I like him."	
You said, "I live in Karachi."	
I said, "I often go to the park."	
Hassan said, "I play cricket."	

Write any five similes and use them in your sentences.

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